



Laurel Ridge Community College Board Meeting

Minutes

Laurel Ridge Community College Board

April 2, 2026; 12 PM

Laurel Ridge Community College, Fauquier Campus, Hazel Hall, Barkman Family Conference Center

Attendance

Present:

Members: Kim Blosser, Renard Carlos, Jeanian Clark, Joyce D'Urso, Ed Daley, JoAnn Ellwood, Krista Farris, Ben Freakley, Ashley Hansen, Liv Heggoy, Brad Hodgson, Andrew Keller, William (Clay) Perry, Brian Sours, Cory Thompson, Johanna Weiss, Amy Judd

Absent:

Members: Will Fairhurst, Paul Johnson, Brandon Monk, Maryam Tabatabai, Jim Wells

- I. Call to Order
(Presenters: Ben Freakley, College Board Chair)
- II. Approval of Meeting Minutes, February 5, 2026
(Presenters: Ben Freakley, College Board Chair)

 [Laurel Ridge Community College Board Meeting Minutes - February 5 2026.pdf](#)

Motion:

Motion to approve College Board Meeting Minutes, February 5, 2026

Motion moved by Krista Farris and motion seconded by Brad Hodgson.

Motion carried unanimously.

- III. New Business
 - A. Laurel Ridge Strategic Enrollment Plan
(Presenters: Kim Blosser, President, Amy Judd, Associate Vice President, Planning and Institutional Effectiveness)

This was an information item and required no further action.

 [Laurel Ridge Strategic Enrollment Plan \(presentation\).pdf](#)

- B. Laurel Ridge Institutional Priorities AY2025-26 progress report
(Presenters: Kim Blosser, President)

Laurel Ridge President Kim Blosser guided board members through a review the Institutional Priorities AY 2025-26 progress report and highlighted numerous goal progress areas. A link to the president's performance evaluation electronic survey will be emailed to all board members. All survey responses remain anonymous. Survey responses will be tabulated by the VCCS and provided to the board chair for review and inclusion in the president's evaluation letter to the Chancellor. The board chair will draft a letter of evaluation for board review. Upon board consensus, the evaluation letter will be sent to the Chancellor's Office in May.

This was an information item and required no further action.

 [Laurel Ridge Institutional Priorities AY2025-26 Progress Report.pdf](#)

- C. Recommendation to approve Auxiliary Fee Increase Effective Fall 2026 (Presenters: Cory Thompson, Vice President, Finance and Administrative Services)

 [Recommendation - Auxiliary Fee Increase Fall 2026.pdf](#)

Motion:

Motion to approve Auxiliary Fee Increase Effective Fall 2026

Motion moved by Brad Hodgson and motion seconded by Brian Sours.

Motion carried unanimously.

- D. Recommendation to approve Student Activity Fee Increase Effective Fall 2026 (Presenters: Cory Thompson, Vice President, Finance and Administrative Services)

 [Recommendation - Student Activity Fee Increase Fall 2026.pdf](#)

Motion:

Motion to approve Student Activity Fee Increase Effective Fall 2026

Motion moved by William (Clay) Perry and motion seconded by Brad Hodgson.

Motion carried unanimously.

- E. Recommendation to approve 2026-28 Biennium Auxiliary Parking Plan (Presenters: Cory Thompson, Vice President, Finance and Administrative Services)

 [Action Item - 2026-28 Biennium Auxiliary Parking Plan.pdf](#)

Motion:

Motion to approve 2026-28 Biennium Auxiliary Parking Plan

Motion moved by Brad Hodgson and motion seconded by Joyce D'Urso.
Motion carried unanimously.

- F. Recommendation to approve renaming of curricular programs:
(Presenters: Johanna Weiss, Vice President, Academic and Student Affairs)

Motion:

Motion to approve renaming of curricular programs:

Rename Immersive Technology Career Studies Certificate to Virtual Reality and Game Design Career Studies Certificate;

Rename AI and Machine Learning Career Studies Certificate to AI and Applied Data Science Career Studies Certificate;

Rename Robotics and Automation Career Studies Certificate to Industrial Robotics Automation Career Studies Certificate;

Rename Computer Science Generalist Career Studies Certificate to Computer Science Career Studies Certificate

Motion moved by Brad Hodgson and motion seconded by Renard Carlos. Motion carried unanimously.

1. Rename Immersive Technology Career Studies Certificate to Virtual Reality and Game Design Career Studies Certificate
 [Recommendation - Rename Virtual Reality Game Design CSC.pdf](#)
2. Rename AI and Machine Learning Career Studies Certificate to AI and Applied Data Science Career Studies Certificate
 [Recommendation - Rename AI and Applied Data Science CSC.pdf](#)
3. Rename Robotics and Automation Career Studies Certificate to Industrial Robotics and Automation Career Studies Certificate
 [Recommendation - Rename Industrial Robotics and Automation CSC.pdf](#)
4. Rename Computer Science Generalist Career Studies Certificate to Computer Science Career Studies Certificate
 [Recommendation - Rename Computer Science CSC.pdf](#)

- G. AY2026-28 College Board Chair and Vice Chair Nominating Committee
(Presenters: Kim Blosser, President)

This was an information item and required no further action.

 [Memo - AY26-28 Chair and Vice Chair nominating committee .pdf](#)

IV. Report of the College Board Chair
(Presenters: Ben Freakley, College Board Chair)

There was no report from the College Board Chair.

V. Report of the Laurel Ridge Educational Foundation Representative
(Presenters: Brian Sours, College Board Member, Page County)

During the last Foundation Board meeting, Laurel Ridge Professor Lisa Dunick presented a spotlight on humanities and social sciences academic programming, emphasizing the college unit's ongoing commitment to enriching student experiences. This includes organizing student trips designed to expose learners to arts and cultural opportunities, thereby enhancing their academic and personal development through experiential learning.

Cory Thompson provided an update on the parking lot project at the Fauquier campus, outlining current developments and progress associated with this initiative. In addition, discussion focused on a future infrastructure project involving the Warrenton Branch Greenway Trail, which will connect to the Fauquier campus trail system. Representatives from Fauquier County Parks and Recreation delivered a presentation on this project at the meeting, and the Foundation Board subsequently approved an action item authorizing its participation and support.

The Foundation Board also discussed the proposed acquisition and transfer of the Middletown campus Student Union building to the college, considering the strategic and operational implications of this transition. Financially, the Foundation reported strong fundraising performance, having raised \$147,000 through February 2026, reflecting continued donor support and engagement.

President Kim Blosser provided an overview of the college's Strategic Enrollment Management Plan, highlighting key priorities aimed at strengthening enrollment and supporting student success. Additionally, the Foundation reported on the success of its Donor Appreciation Luncheon held on March 27, which was well attended and served as an important opportunity to recognize and thank donors for their ongoing contributions.

VI. Reports of the College
(Presenters: Kim Blosser, president; Jeanian Clark, vice president, Workforce Solutions; Johanna Weiss, vice president, academic and student affairs; Cory Thompson, vice president, finance and administrative services; JoAnn Ellwood, associate vice president, human resources; Liv Heggoy, associate vice president, development; Amy Judd, associate vice president, planning and institutional effectiveness)

 [Reports of the College - April 2026.pdf](#)

- VII. College Board Calendar of Meetings and Engagements
(Presenters: Ben Freakley, College Board Chair)

 [College Board Calendar of Meetings and Engagements - April 2026.pdf](#)

- VIII. Adjournment
(Presenters: Ben Freakley, College Board Chair)

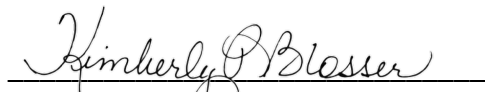
Motion:

Motion to adjourn meeting at 1:58 pm.

Motion moved by Ed Daley and motion seconded by Joyce D'Urso.

Motion carried unanimously.

SUBMITTED BY:



Kimberly P. Blosser
President, Laurel Ridge Community College;
Secretary, Laurel Ridge Community College
Board

APPROVED BY:



Benjamin C. Freakley
Chair, Laurel Ridge Community College
Board

Copy + Attachments to: All College Board Members and College Senior Leadership members.
Copy of Approved Laurel Ridge Community College Board Minutes – February 5, 2026, filed with
Dr. David Doré, Chancellor, Virginia Community College System.



STRATEGIC ENROLLMENT PLAN

APRIL 2026



Background



Enrollment Study

- ✿ The college engaged with **KJS Consulting, Dr. Kathi Swanson, Strategy Consultant** from Summer – Fall 2025.
- ✿ Dr. Swanson, working with the Institutional Effectiveness office, analyzed the college's service area and college-level data to produce **recommendations for a comprehensive strategic enrollment framework**.
- ✿ **On September 23, 2025, more than thirty employees** from the workforce division, institutional effectiveness, academic and student affairs, and marketing and outreach gathered for **a day-long retreat with Dr. Swanson** to review the high-level findings and to identify strengths, weaknesses, opportunities, and threats for multiple enrollment segments.



Recommended Approach

- 🌿 Use an **Audience-Based SEM approach** versus a Functional approach
- 🌿 An audience-based SEM approach offers a more dynamic and impactful way to manage enrollment by focusing on specific student segments and aligning strategies with the student life cycle
- 🌿 **Laurel Ridge Market Segments**
 - High School / Home School – not yet graduated
 - Recent high school graduates – 23 years old and younger
 - Adults – 24 years old and older



Recommended Approach



COMPARISON OF FUNCTIONAL SEM AND AUDIENCE-BASED SEM

Aspect	Functional SEM	Audience-Based SEM
Focus	Institutional processes (recruitment, retention, etc.)	Specific student segments (e.g., adult learners)
Personalization	Limited; one-size-fits-all strategies	High; tailored strategies for each audience
Alignment with Life Cycle	Siloed by function	Holistic; spans the entire student journey
Use of Digital Advertising	General campaigns with broad messaging	Targeted campaigns with personalized messaging
ROI Tracking	Process-focused; harder to track by segment	Segment-focused; easier to measure and optimize ROI
Equity and Access	Broad improvements for all students	Focused support for underserved populations



Strategic Enrollment Plan



Enrollment Goal



Overarching SEM Plan Goal

12% increase in enrollment headcount over a 4-year period (2025-26 through 2028-2029)

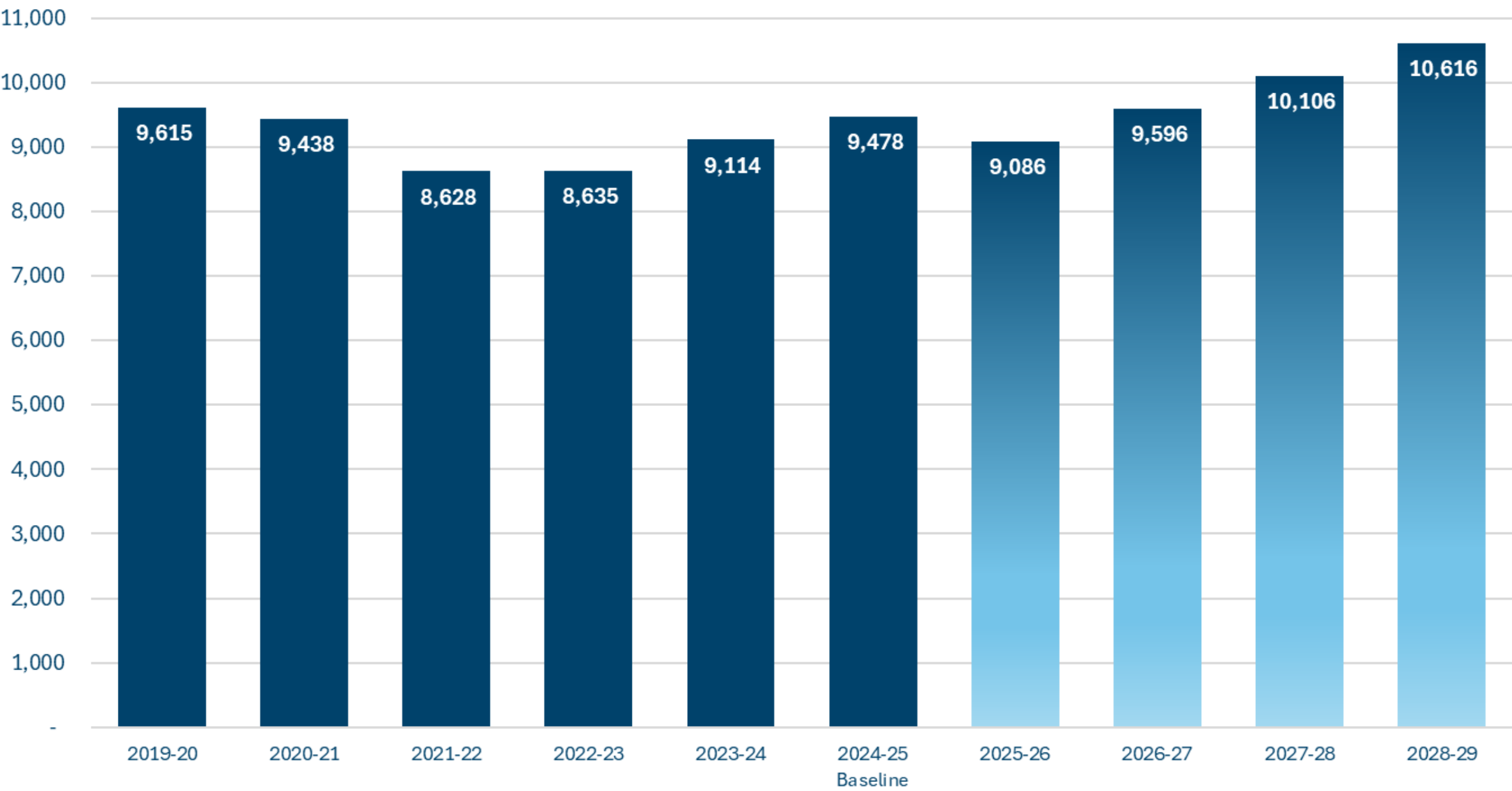
- 🌿 12% increase will be a combination of credit and fast forward headcount
- 🌿 Non-dual enrolled headcount increase will comprise at least 2/3 of the total increase



Enrollment Goal

Credit and FF

Credit and Fast Forward Headcount
with Projected 4-year Increase



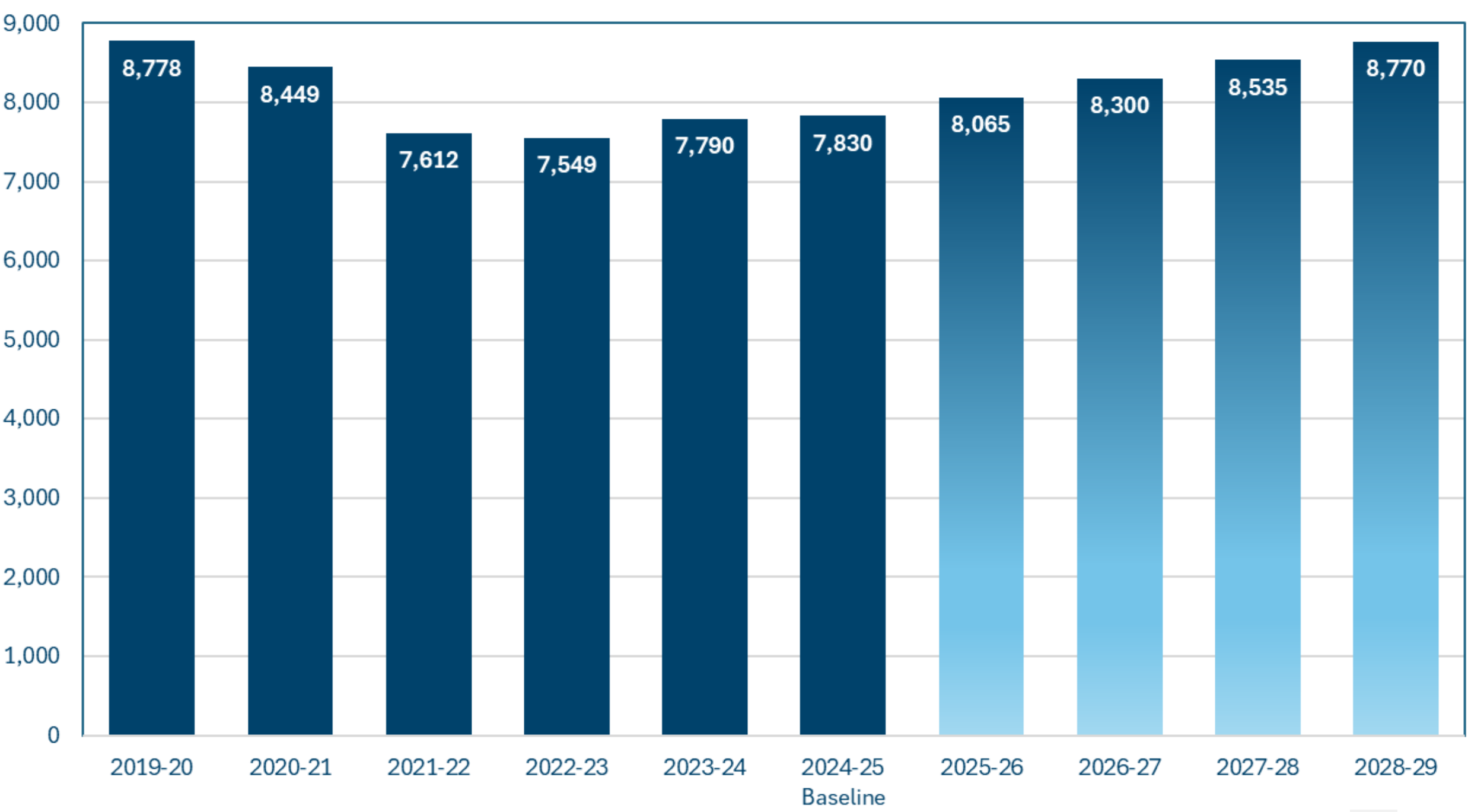
Notes: Students enrolling in credit and Fast Forward in a single academic year are not deduplicated.
Projected 2025-26 decrease coincides with 38% decrease in statewide Fast Forward WCG grant funding.



Enrollment Goal

Credit

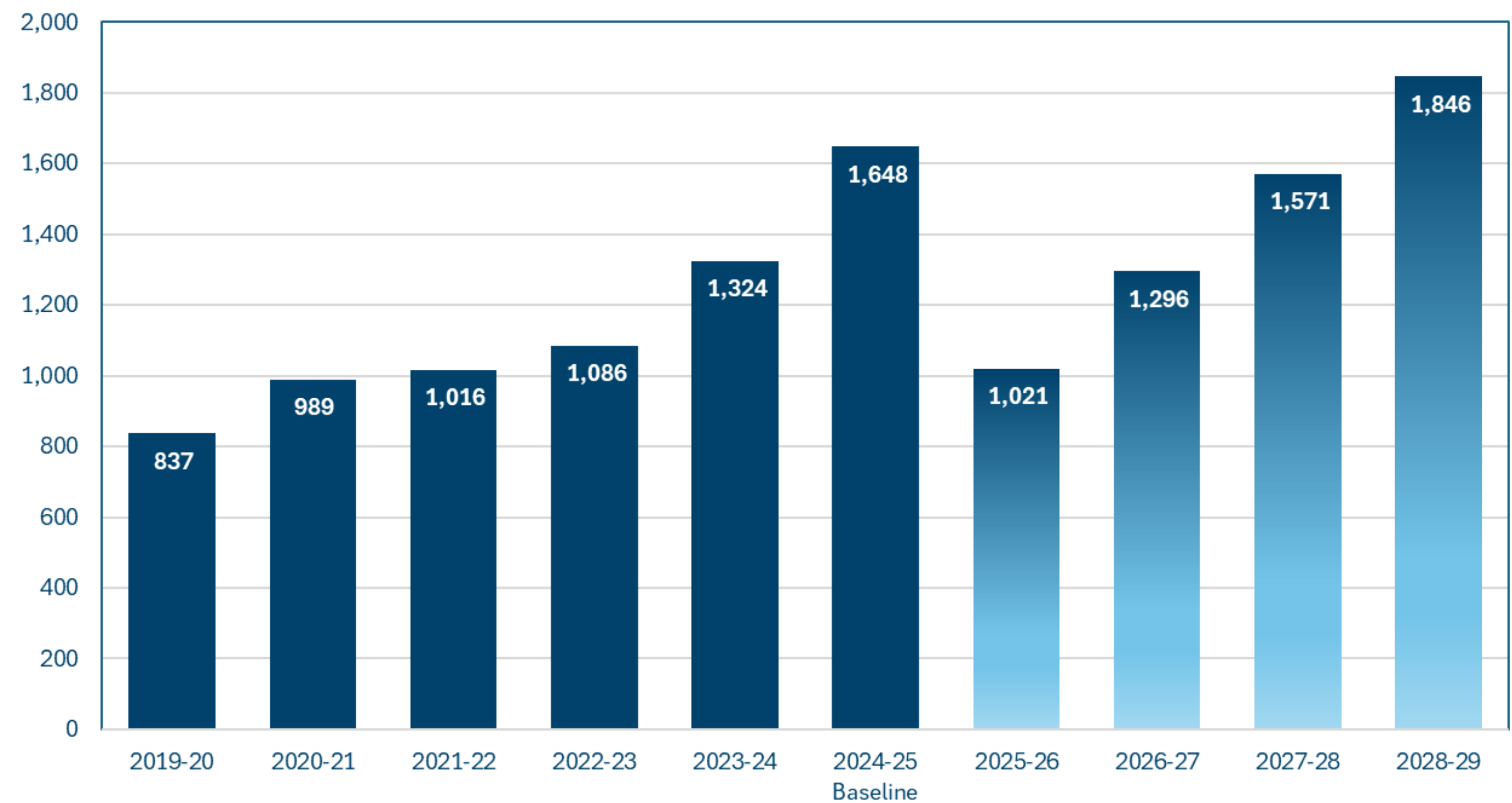
Credit Headcount
with Projected 4-year Increase



Enrollment Goal

Fast Forward

Fast Forward Headcount
with Projected 4-year Increase



Notes: Projected 2025-26 decrease coincides with 38% decrease in statewide Fast Forward WCG grant funding.



SEM Implementation Plan

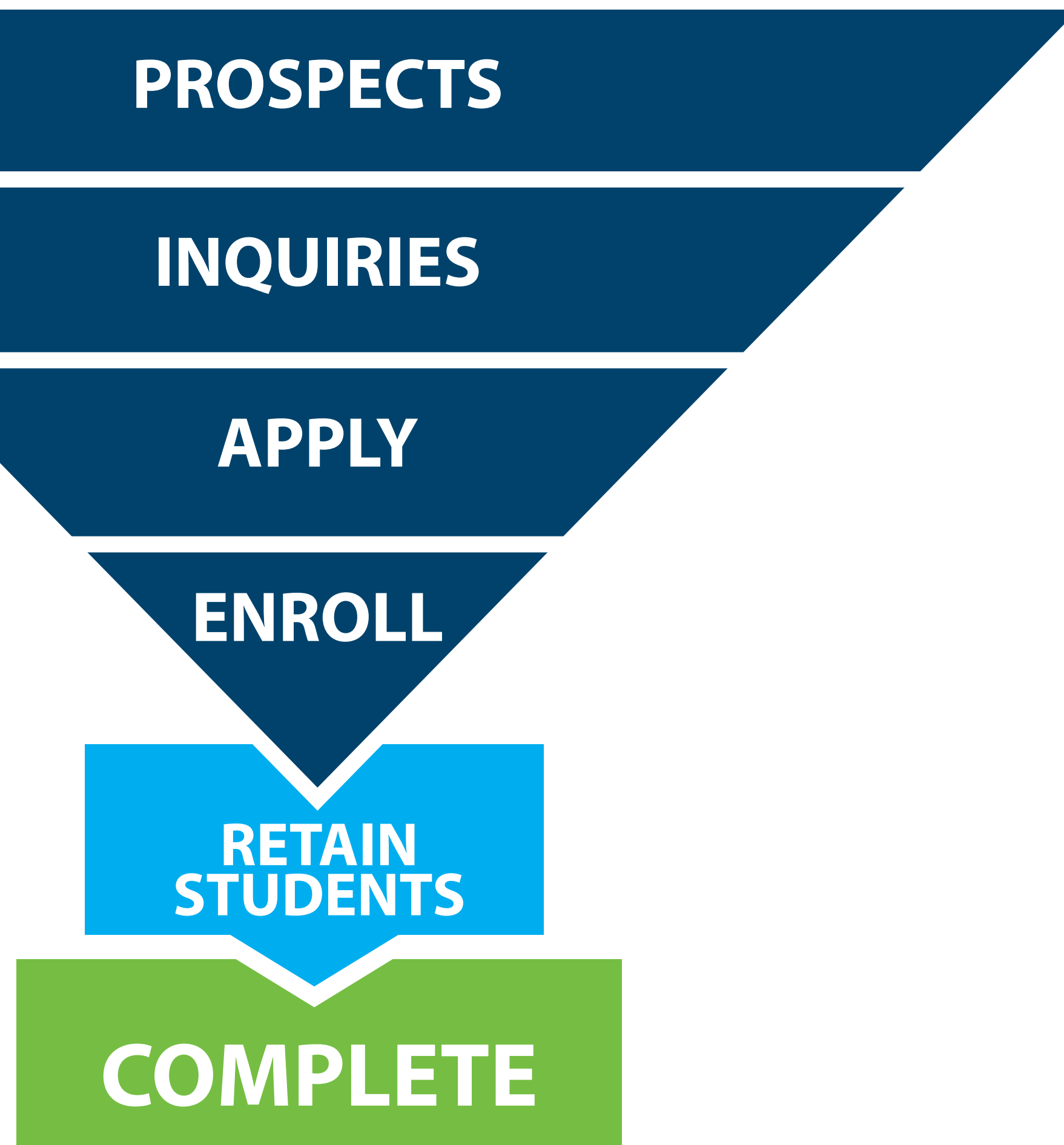
- 🌿 **Departments will set yearly goals** and include those in the annual Institutional Priorities
- 🌿 Planning and Institutional Effectiveness Office will provide **yearly metrics and visual dashboards**
- 🌿 The **yearly marketing and outreach plans** will focus on those annual priorities





SEM Goals

Enrollment Funnel



Prospects

GOAL: Strengthen enrollment by re-engaging past interest, reconnecting with former students, and generating new inquiries through targeted, segmented marketing and outreach

Example strategies

- Increasing attendance at high school Freshman Focus events by 15%
- Building top-of-funnel awareness aligned to each market segment
- Segmenting digital advertising campaigns by traditional-age vs. adult learners
- Creating homeschool-specific outreach efforts
- Standardizing data collection and follow-up workflows
- Identifying prospects who need renewed outreach using Salesforce dashboards
- Aligning communications to priority segments and personas



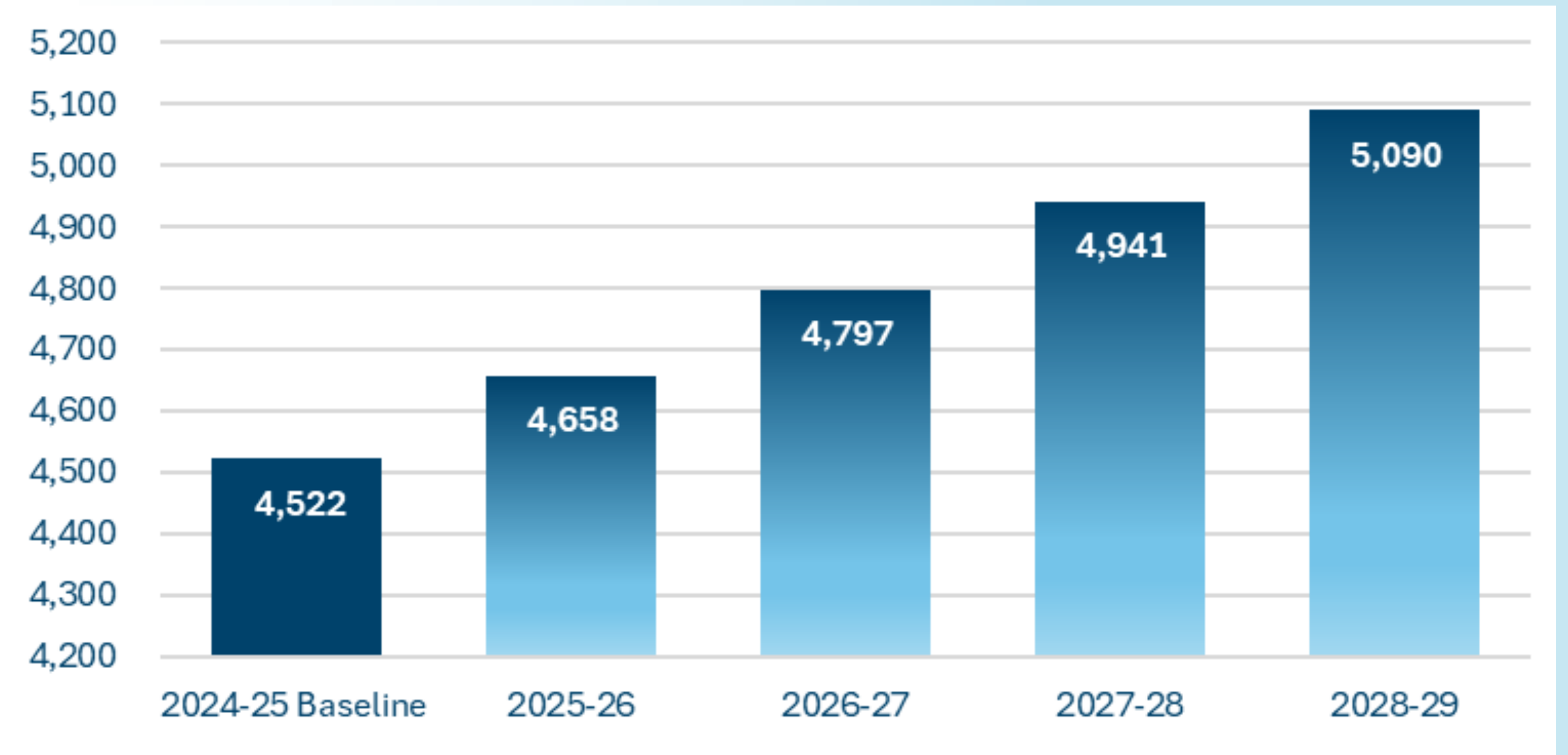
Inquiries



GOAL: 3% annual increase in inquiries to the college for workforce and credit programs

Example strategies

-  Strengthening the admissions pipeline by converting prospects into inquiries
-  Nurturing inquiries through consistent, targeted follow-up
-  Standardizing data collection
-  Improving Salesforce-driven outreach
-  Aligning marketing and community engagement to generate new inquiries and re-engage past prospects



Credit, Workforce, and Undecided Inquiries via Salesforce and WES

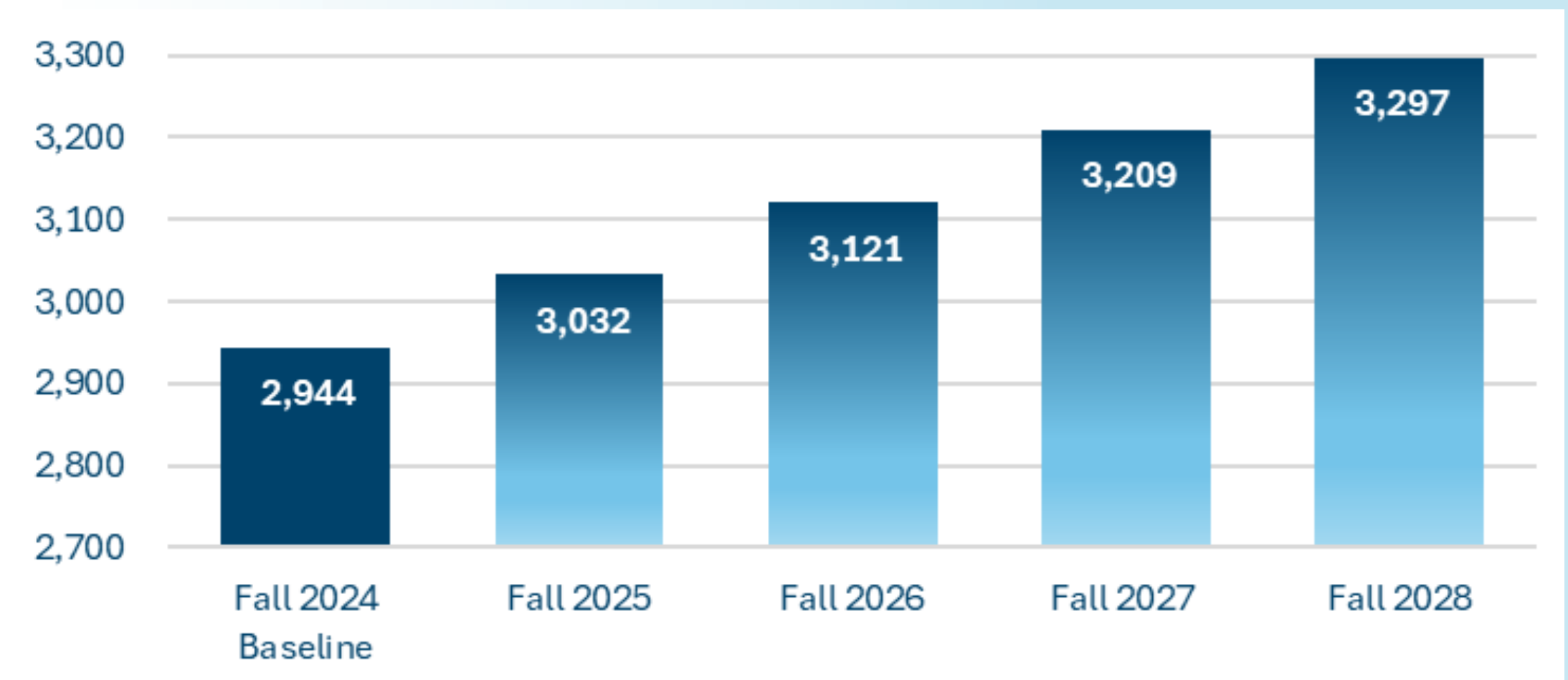
Applications



GOAL: 12% increase in the number of applicants to the college over four years

Example strategies

-  Turning interest into application through disciplined tracking and automation
-  Refining response-time standards for inquiry follow-up
-  Journey messaging for inquiries who do not apply
-  Supplementing digital interest reach with college-wide and partner-driven events that support on-the-spot application



Includes all market segments

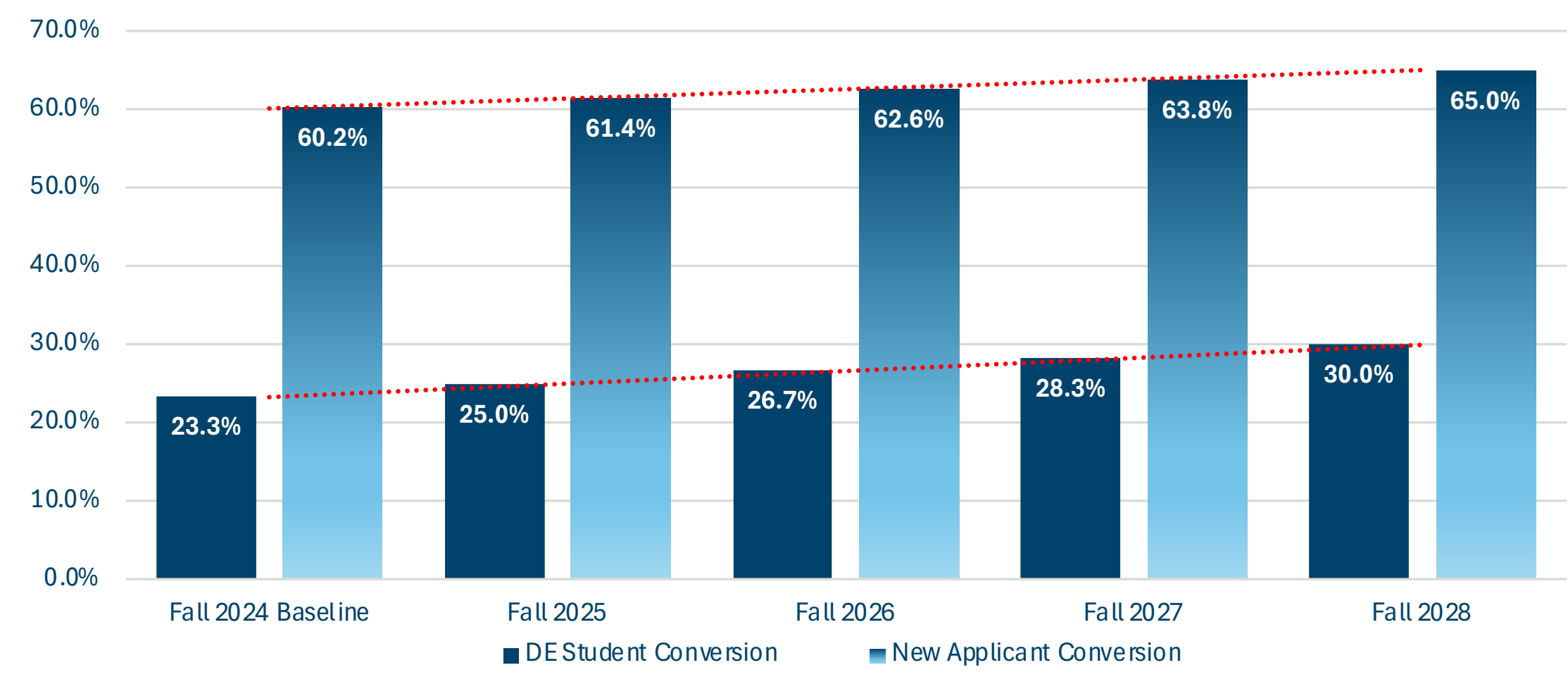
Student Conversions



GOAL: For new credit students, improve overall applicant-to-enrollee conversion rate to 65% by Fall 2029; for dual enrollment, increase conversion rate to 30% by Fall 2029

Example strategies

- Removing administrative and procedural barriers that prevent applicant enrollment
- Journey messaging and step-by-step guidance for inquiries who do not complete
- Redesigning Freshman Focus as a structured conversion experience
- Tailoring conversion support for adult and financially vulnerable students
- Strengthening use of application yield data



Early Momentum



GOAL: Increase first year credit accumulation to 50% for part-time students (12+ credits) and 55% for full-time students (24+ credits)

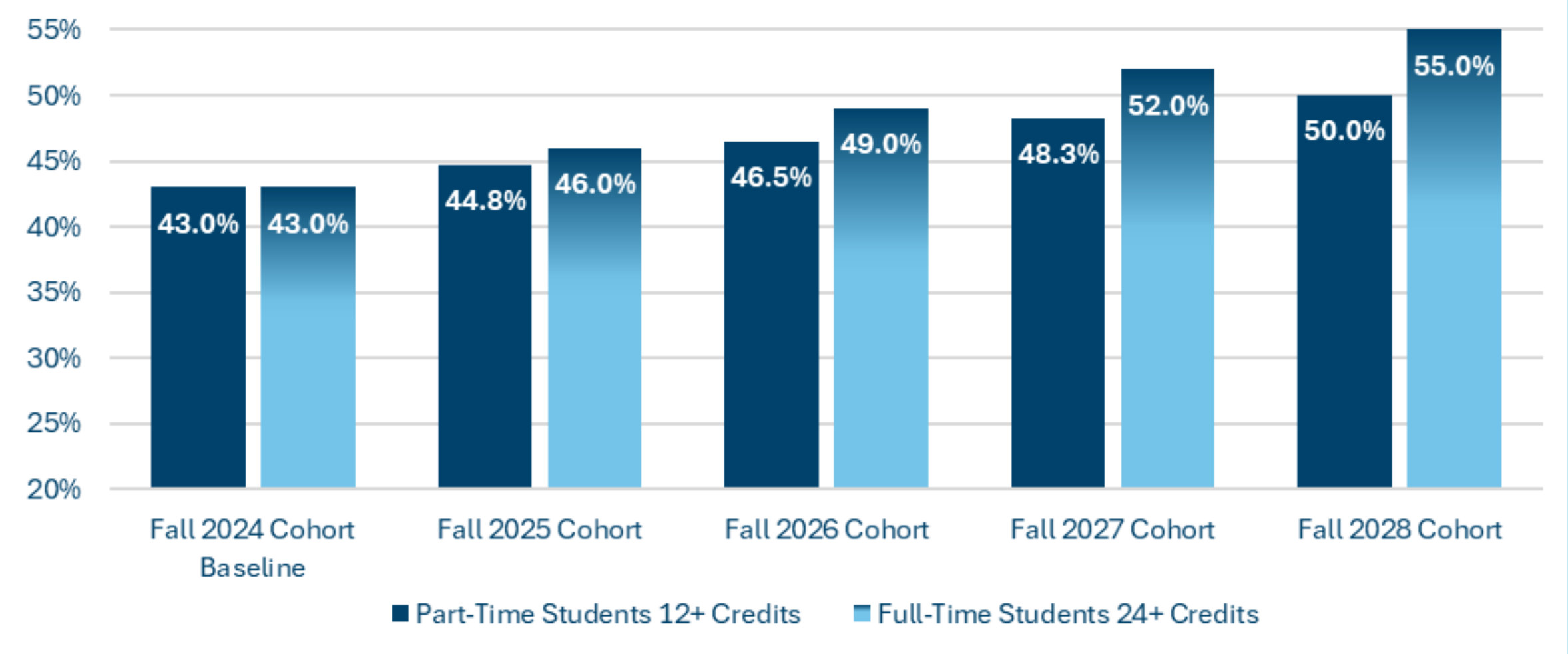
Example strategies



Differentiating advising and care models that align specific student groups' needs with support intensity



Targeting early academic support to degree-seeking, first time in college, non-DE students



Percentage of FTIC, fall entry, non-DE, degree-seeking students earning credits

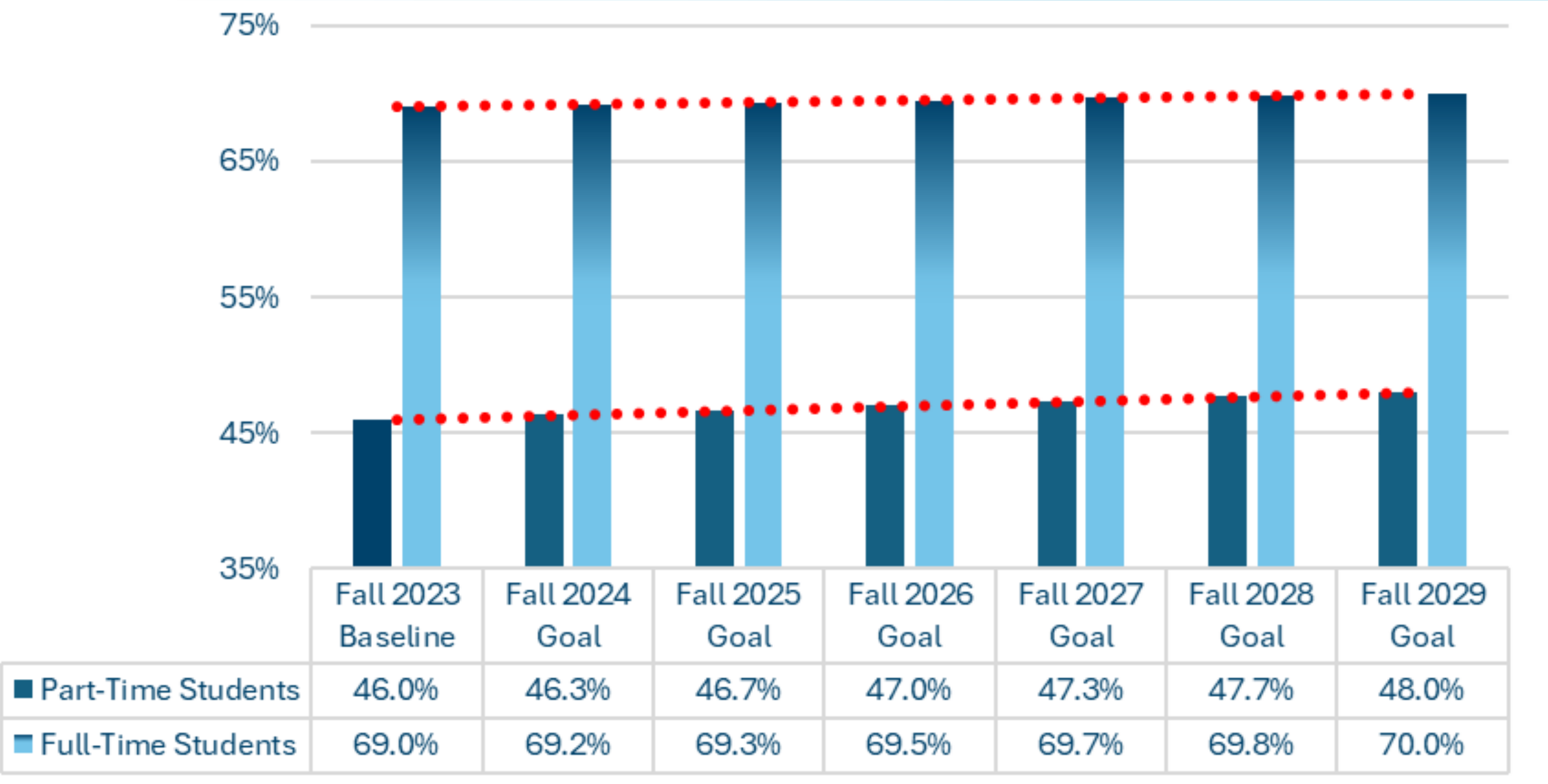
Retention



GOALS: Increase credit student retention to 48% (part-time) and 70% (full-time). Increase workforce student repeat rates.

Example strategies

-  Launching proactive retention outreach and re-enrollment campaigns
-  Aligning course schedule to students’ lives and building clear program maps for both PT and FT students
-  Reducing attrition caused by financial and personal stress through strengthened wraparound support



IPEDS Retention Rates: first-time degree / certificate seeking students



laurelridge.edu



INSTITUTIONAL PRIORITIES

— 2025 - 26 —

STATUS AS OF MARCH 2026

A College-Wide Enrollment Growth Strategy



WHY IS THIS A PRIORITY?

Growing college enrollment has been identified as a key priority in several goals of *Engage 2027*. Since the pandemic, enrollment in short-term, non-credit training programs has increased each year while credit enrollment has remained largely flat overall with a few semesters experiencing minimal gains. With credit tuition revenue accounting for nearly half of the college's overall budget, it is important to ensure that small, consistent increases in credit enrollment are achieved while still maintaining increases in non-credit enrollment.

Additionally, a comprehensive look at who the college is serving, gaps in enrollment in areas of our service region, how the structure of our classes and services impacts enrollment, as well as other enrollment factors, is needed.

STRATEGIES TO ADDRESS THIS PRIORITY

- Engage in a comprehensive enrollment assessment
- Develop an enrollment strategy plan
- Establish an executive enrollment team to oversee the development and execution of the enrollment strategy plan

- Reassess the outreach function at the college
- Determine if there are barriers impacting student enrollment

OUTCOMES EXPECTED

- ➡ An Enrollment Strategic Plan will be developed
- ➡ Goals for each area of enrollment strategic plan will be established
- ➡ Metrics for each goal will be identified and reported on each year
- ➡ A new outreach plan will be derived from the overall Enrollment Plan
- ➡ The college's annual marketing plan will focus on the goals for each year of the plan

ALIGNS WITH ENGAGE 2027

- 📄 Goal 1: Remove barriers to the student onboarding experience to ensure students can seamlessly advance from interest to enrollment.

- 📄 Goal 2: Increase inquiries/applications to the college and net enrollment yield.
- 📄 Goal 4: Increase the number of high school dual enrollment students who smoothly transition to workforce and degree programs.
- 📄 Goal 7: Structure class schedules, activities, and facilities with consideration of the needs of underserved and underrepresented student populations.

OUTCOMES ACHIEVED

- ✅ A college wide Strategic Enrollment Plan (SEM) has been developed, which includes an overarching 12% enrollment increase goal, and:
 - 🕒 Specific goals for each area of the enrollment funnel, differentiated for both credit and workforce
 - 🕒 Metrics for three defined market segments
- ✅ Yearly goals will be established for each overall goal segment and included in Institutional Priorities and individual unit goals

OUTCOMES IN PROGRESS

- 🕒 Outreach and Marketing plans and metrics are being developed to support the SEM goals



Our Adult Learner Population



WHY IS THIS A PRIORITY?

Colleges and universities nationwide are preparing for the ‘enrollment cliff,’ a projected 6% decline in the 15- to 19-year-old population between 2021 and 2032. Thankfully in our service region, the overall population is expected to increase by 4.7%, which will result in a smaller decline in that age group by 2032. Data does suggest, however, that the country may see an even steeper decline in the 15- to 19-year-old population beginning in 2040, with some estimates as high as a 21% decline.

Regardless of the ‘enrollment cliff,’ there is a much larger population of 25 years and older individuals who do not have a degree, and those populations are increasing in our region. For example, between 2020 and 2030, projected population growth by age range is:

AGE RANGE	% CHANGE
15-19	-2.6%w
20-24	1.4%
25-29	9.2%
30-34	13.2%
35-39	16.2%
40-44	20.4%
45-49	5.9%
50-54	-14.8%
55-59	-21.5%

Also, for the 25 years and older age range, 38% have earned an associate, bachelor’s, or graduate/professional degree. Of those remaining, 20% have some college/no degree, 33% a high school graduate or equivalent, and 10% are not high school graduates. In raw numbers, that means nearly 122,000 individuals in our service region have some college/no degree or a high school diploma or equivalent.

In order to position the college for the future, we will focus more of our efforts on ensuring we are structured to meet the needs of our adult population.

STRATEGIES TO ADDRESS THIS PRIORITY

- The college will assess our adult student population and identify gaps in enrollment
- Leadership will review best practices in both recruiting and retaining adult students
- Student support services will assess services that support adult student learners

OUTCOMES EXPECTED

- ➡ Specific outreach goals will be established for adult learners
- ➡ Specific enrollment goals will be established for adult learners
- ➡ A comprehensive assessment of class schedules will be conducted to determine alignment with adult student needs

ALIGNS WITH ENGAGE 2027

- ➔ Goal 7: Structure class schedules, activities, and facilities with consideration of the needs of underserved and underrepresented student populations.
- ➔ Goal 15: Elevate the college's role as the region's first-choice education and training provider, well-positioned to strengthen the economic and educational position of the students and communities we serve.

OUTCOMES ACHIEVED

- ✔ Workforce Solutions implemented their first-ever student payment plans designed to assist working adults with payment plans that fit with adulting and other financial obligations
- ✔ Relaunched and renamed several Career Studies Certificates (Machine Learning, Robotics, Artificial Intelligence and Applied Data Science) with the adult population in mind
- ✔ Created 2 day per week schedule based on the students' degree program. Launched first at the Fauquier Campus and saw an increase in enrollment in Fall 2025.
- ✔ Implemented 2-week boot-campus for the Drone Operator program that attracted a large percentage of working adults
- ✔ Marketing and Outreach Strategies: Have developed targeted messaging for different market segments, including:
 - Non-traditional students – ALICE households, underemployed or unemployed adults, career changers, individuals with some or only high school or some college
 - Working adults who need to upskill
 - Business leaders who support employees' professional development
- ✔ Parent Scholars
 - In April 2025, opened the Cub House, a child friendly study lounge on the Middletown Campus
 - Developed a Parent Scholars webpage and revitalized the Parent Scholars Canvas Org to promote family friendly events, resources, and services, and a new "item swap" page

- Received grants to provide childcare scholarships to parenting students
- Hosted family friendly events, including family movie nights and Zuzu African Acrobats
- Deployed "Cub House on the Go" carts at our Fauquier Campus and Luray Page County Center



- ✔ Stop Out Campaigns aimed at adult learners who stopped attending due to competing priorities
 - Launched the "time to finish what you started" themed effort through personalized emails and texts
 - Average success rate of return in fall = 10%
 - Average success rate of return in spring = 7%
- ✔ Enrollment gaps for adult students have been identified
 - In 2024-25, adult learners aged 24 and older comprised only 21% of the credit student population

OUTCOMES IN PROGRESS

- 🕒 Creating a new Associate degree of Nursing hybrid weekend program that is scheduled to launch in Spring 2027
- 🕒 Redesigning the Engineering Technology degree as an evening program for adults
- 🕒 Established a Childcare Taskforce that will begin its work this fall
- 🕒 Redesigning our summer college experience sessions to include: "The College Reboot: Success Strategies for Adult and Parenting Students" and "Operation College Launch: Veterans Starting Strong"
- 🕒 Working with the VCCS to create an "adult student" category in the Navigate student advising system, which would allow better tracking, communication, and reporting.

3

High Performance and Innovation



WHY IS THIS A PRIORITY?

In 2024-25, several college employees participated in a year-long AAC&U Institute on AI, Pedagogy, and the Curriculum. Additionally, the VCCS engaged with Gartner Consulting to establish a taskforce of faculty and staff from around the VCCS (several from Laurel Ridge) to develop a Strategic Plan for Artificial Intelligence. The culminating strategic vision stated: “As a transformative leader in education and workforce development, the Virginia Community College System (VCCS) will embrace the ethical use of AI to reduce barriers and enhance student learning, enable faculty and staff, foster collaborative industry partnerships, and increase operational efficiency to empower our students (and staff) with the knowledge and skills relevant to their futures.”

The evolution of AI tools will not only significantly change our work environment but is currently impacting teaching and learning. AI Guidelines for the college will need to be adopted, and professional development will be needed for all faculty dealing with the changing learning environment and for staff as they engage in more efficient work practices and address evolving tasks.

STRATEGIES TO ADDRESS THIS PRIORITY

- Form a college-wide AI workgroup
- Launch a college-wide introduction to AI at All College Day
- Share lessons learned from the 24-25 VCCS AI Taskforce with the college community
- Engage with the VCCS in the establishment of an AI Learning Community

OUTCOMES EXPECTED

- ➡ A new AI workgroup will be established, which will work toward operationalizing AI
- ➡ A classroom AI policy will be adopted
- ➡ A safe, responsible, ethical use statement will be developed
- ➡ Multiple professional development sessions will be held throughout the year for all employees
- ➡ An AI Learning Community will be established that will collaborate with other VCCS colleges

ALIGNS WITH ENGAGE 2027

- Goal 10: Enhance and expand learner-centered, high impact teaching practice.

OUTCOMES ACHIEVED

- ✓ Held All College Day on October 10, 2025, which included an Introduction to AI session for all employees
- ✓ Established the Laurel Ridge AI Collective (college wide AI workgroup)
 - Launched in October 2025 as a college wide workgroup to support coordinated discussion and planning around AI
 - Hosted open forum sessions during Fall 2025 to gather faculty and staff perspectives, including:
 - November 5, 2025, titled Creating an AI Course Policy, geared toward teaching faculty; highlighted examples of syllabus language and information pertinent to adopting course-level AI use and misuse policies
 - December 3, 2025, titled Exploring AI Tools, geared toward all employees and aimed at sharing practical AI tools that can enhance instruction, streamline workflows, and support student engagement
 - Established a SharePoint site to share resources, notes, and ongoing updates
- ✓ Held Spring 2026 Faculty Professional Development Conference on January 13, 2026, with a focus on AI literacy and resources for faculty. Sessions included:
 - Presentation by Jeremiah Dyke (FT Mathematics Faculty) - AI Site Recall for Summarizing Video Lectures and Creating Meaningful Timestamps
 - Presentation by Ian Hare (FT Biology faculty) - AI Detection: From Initial Detection to Confirmation



- Presentation by Jessi Lewis (FT English) - Authenticity and AI: Supporting Voice and Experience in Writing and Assessment
- Presentation by Melissa Stange (FT Computer Science) - Artificial Intelligence, A Little of This and a Little of That
- Presentation by Matt Hansel (FT IST/Computer Science) and Jeremiah Shifflett (Adjunct IT) - Practical AI for Faculty: Tools You Can Use Today
- ✓ Held Spring 2026 Adjunct Faculty Academy on March 21, 2026. Sessions include:
 - Presentation by Polly Nesselrodt, Associate Dean for Humanities and Social Sciences - Beyond the "Gotcha": Navigating AI with Integrity and Empathy that focuses on how to address the improper use of AI in the classroom and how to handle conversations with students when AI misuse is suspected.
 - Presentation by Matt Hansel/Jeremiah Shifflett - Practical AI for Faculty: Tools You Can Use Today
- ✓ Hosted "AI Summit", open to the college and community, on April 1, 2026.

OUTCOMES IN PROGRESS

- 🕒 Laurel Ridge faculty and staff, including members of the AI Collective and others across the college, are actively participating in the early stages of VCCS AI Communities of Practice workgroups, contributing to discussions on AI tools, ethics, and governance and sharing those insights locally
- 🕒 The AI Collective Steering Committee is coordinating additional professional development sessions, workshops, and peer learning opportunities
- 🕒 A Canvas based AI resource course with content tailored to different constituency groups (faculty and staff) is being developed





LAUREL RIDGE COMMUNITY COLLEGE
RECOMMENDATION FOR COLLEGE BOARD

TO: Kimberly P. Blosser, President
FROM: Cory Thompson, Vice President FAS
DATE: April 2, 2026
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda Auxiliary Fee Increase Request

Initiating Administrator's Recommendation (if funding is involved, please indicate the appropriate budget line-item number and title):

Background: In 2023, the College transitioned from a flat \$27 per semester fee to a \$3.50 per credit hour Auxiliary Fee. This adjustment was made to more equitably distribute costs among students based on credit load. As mandated by the Virginia Code, community colleges are required to generate local revenue to cover the ongoing expenses associated with parking lot maintenance and repairs.

The Auxiliary Fee is applied to all credit students, including those enrolled in dual enrollment programs. For fiscal year 2026, the Auxiliary Fee is projected to generate approximately \$267,000 in revenue to support essential maintenance of parking lots and campus infrastructure.

Due to legislative changes to dual enrollment courses taught in high schools becoming tuition-free Fall 2025, the College requested a \$0.50 increase that went into effect Fall 2025 as the change in policy reduced the College's Auxiliary Fee revenue by an estimated 30%. Simultaneously, the costs associated with maintaining and repaving aging parking lots are escalating significantly. Several of the College's parking facilities are scheduled for major repairs and resurfacing over the next two years.

Request: The College is requesting the College Board's approval to seek a \$0.50 per credit hour increase to the Auxiliary Fee, raising it from \$4.00 to \$4.50 per credit hour, effective Fall 2026. This adjustment is necessary to ensure the College can continue to meet statutory obligations and adequately fund the maintenance and repair of parking lots and related infrastructure, providing safe and accessible facilities for students, faculty, and visitors.

As required, all fee adjustments must receive approval from the State Board for Community Colleges. Pending College Board approval, this proposal will be submitted for consideration at the State Board's May 2026 meeting.

Attachments (list supporting documents):

1. FY25-26 Local Funds Budget

Laurel Ridge Community College
Local Funds Budget
Fiscal Year 2025-2026

Revenue	Approved Budget Fiscal Year 2024-2025	Approved Budget Fiscal Year 2025-2026
Auxiliary (Parking) Fees	360,000	267,000
Student Activity Fees	230,000	184,000
Bookstore	77,500	90,000
Other (Copiers, Vending, Dining)	100	-
Interest	55,000	47,000
Total	\$ 722,600	\$ 588,000
Expense		
Parking Maintenance & Repairs	175,000	190,000
Student Activities	80,000	80,000
Student Union (Lease)	450,000	450,000
Other (Banking Fees, Discretionary)	17,600	28,000
Total	\$ 722,600	\$ 748,000
Budgeted Local Reserve +/-	\$ -	\$ (160,000)

LAUREL RIDGE COMMUNITY COLLEGE
RECOMMENDATION FOR COLLEGE BOARD

TO: Kimberly P. Blosser, President
FROM: Cory Thompson, Vice President FAS
DATE: April 2, 2026
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda Student Activity Fee Increase Request

Initiating Administrator's Recommendation (if funding is involved, please indicate the appropriate budget line-item number and title):

Background: The College currently charges a \$2.65 per credit hour Student Activity Fee. The College requested a \$0.50 increase to the Student Activity Fee last fiscal year in response to reduced bookstore revenue and the impact of dual enrollment policy changes (beginning in Fall 2025, dual enrollment students enrolled in courses taught in high schools are no longer charged for courses, including fees).

Revenue generated by the Student Activity Fee for Fiscal Year 2026 is budgeted at \$184,000, down \$46,000 from the Fiscal Year 2025 budget of \$230,000.

Request: The College is requesting the College Board's approval to seek a \$0.50 per credit hour increase to the Student Activity Fee, raising it from \$2.65 to \$3.15 per credit hour effective Fall 2026.

This adjustment is projected to generate approximately \$35,000 in additional annual revenue, which would still leave total fee revenue below Fiscal Year 2025 levels. The increase is necessary to help offset revenue losses resulting from dual enrollment policy changes and an expected decline in bookstore revenue.

As required, all fee adjustments must receive approval from the State Board for Community Colleges. Pending College Board approval, this proposal will be submitted for consideration at the State Board's May 2026 meeting.

Attachments (list supporting documents):

1. FY25-26 Local Funds Budget

Laurel Ridge Community College
Local Funds Budget
Fiscal Year 2025-2026

Revenue	Approved Budget Fiscal Year 2024-2025	Approved Budget Fiscal Year 2025-2026
Auxiliary (Parking) Fees	360,000	267,000
Student Activity Fees	230,000	184,000
Bookstore	77,500	90,000
Other (Copiers, Vending, Dining)	100	-
Interest	55,000	47,000
Total	\$ 722,600	\$ 588,000
Expense		
Parking Maintenance & Repairs	175,000	190,000
Student Activities	80,000	80,000
Student Union (Lease)	450,000	450,000
Other (Banking Fees, Discretionary)	17,600	28,000
Total	\$ 722,600	\$ 748,000
Budgeted Local Reserve +/-	\$ -	\$ (160,000)

LAUREL RIDGE COMMUNITY COLLEGE
RECOMMENDATION FOR COLLEGE BOARD

TO: Kimberly P. Blosser, President
FROM: Cory Thompson, Vice President FAS
DATE: April 2, 2026
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda: 2026-28 Biennium Auxiliary Parking Plan

Initiating Administrator's Recommendation (if funding is involved, please indicate the appropriate budget line-item number and title):

Background: In accordance with VCCS Policy 4.3.1.5 (Attachment 1), Finance and Administrative Services has prepared the 2026–28 Biennium Auxiliary Parking Plan (Attachment 2) for College Board review and approval.

Parking operations are required to function as a self-supporting auxiliary enterprise, with all maintenance, repair, and capital needs funded through locally generated parking fee revenue.

Parking budgets are presented annually to the College Board as part of the Local Funds Budget process. The College currently assesses a per credit hour auxiliary fee, which supports routine maintenance and operations of campus parking lots and roadways.

Over the next two fiscal years, the College anticipates significant parking lot repair needs at the Fauquier Campus totaling approximately \$800,000. To support future planned repairs and maintain an appropriate capital reserve, the biennium parking plan projects a parking fund reserve balance of approximately \$333,200 by June 30, 2028.

The College will continue evaluating the adequacy of the auxiliary fee structure to ensure long-term sustainability of parking infrastructure and compliance with state policy requiring parking facilities to be maintained without the use of state funds.

Request: The College Board is asked to approve the 2026–28 Biennium Auxiliary Parking Plan

Attachments (list supporting documents):

1. VCCS Policy 4.3.1.5
2. 2026-28 Biennium Auxiliary Parking Plan

Attachment 1:

VCCS Policy: 4.3.1.5 Parking and Other Auxiliary Service Fees (SB)

Reasonable fees may be established by college boards for the support of selected auxiliary enterprises associated with the mission of the college. Such charges may include parking permit fees and fines, tennis court fees, etc. The collection and retention of such fees in local fund accounts shall be contingent upon the existence of a clearly defined auxiliary enterprise subject to the provisions of Section 4.2.2 of the VCCS Policy Manual. Establishment of parking fees and subsequent increases must be approved by the State Board for Community Colleges in accordance with Section 4.3.0 of the VCCS Policy Manual.

A clearly defined auxiliary enterprise has a separate set of accounts to which fees and revenues are deposited and to which all expenses (direct and indirect) are charged. Fees for individual auxiliary enterprises shall be directly related, although not necessarily equal, to the cost of the service. Auxiliary enterprises of the college are required, in the aggregate, to be self-supporting.

It is a general policy of the Commonwealth that parking is to be operated as an auxiliary enterprise; therefore, State funds shall not be used to construct, maintain or operate parking lots. Colleges shall establish a capital outlay plan for parking and a reserve fund from auxiliary enterprise revenues and/or contributions from local government jurisdictions to provide for the construction, repair, and maintenance of college parking facilities approved by the College Board, which shall be submitted to the Chancellor by July 1 of each new biennium.

Auxiliary enterprise funds may be used for site improvements other than for construction, repair, and maintenance of parking facilities when approved by specific action of the College Board for projects with a total project budget of up to \$25,000, and additionally, approved by the State Board for Community Colleges when the project budget exceeds \$25,000.

Virginia Community College System
Auxiliary Parking Reserve Plan for College Parking Facilities
2026-28 Biennium (FY 2027 and FY 2028)
FY2027

College: **Laurel Ridge Community College**

A. Projected FY '26 Parking Reserve Balance (June 30, 2026) \$ 725,000.00

FY '27 Planned Use of Funds (thru June 30, 2027)

Project Description

Budget

1	Parking Lot Repairs - Fauquier	\$ 500,000.00
2	Snow removal all campuses	\$ 35,000.00
3	Mowing Fauquier campus	\$ 15,000.00
4	Landscaping upgrades Middletown	\$ 25,000.00
5	Landscaping upgrades Fauquier	\$ 25,000.00
6	Additional Projects (See Continuation Sheet)	\$ 25,000.00

B. FY '27 Planned Use of Funds Total \$ 625,000.00

FY '27 Projected Revenue (thru June 30, 2027)

Revenue Source Description

1	Mandatory Non-E&G Student Parking Fees	\$ 300,000.00
2	Permit Parking Fees, Fines & Event Sales	\$ 100.00
3	Local Government Contributions	\$ -
4	Interest	\$ 18,000.00
5	Other (Please Specify)	
6	Other (Please Specify)	\$ -
7	Other (Please Specify)	\$ -

C. FY '27 Projected Revenue Total \$ 318,100.00

D. Projected FY '27 Available Parking Fund Total (A+C) \$ 1,043,100.00

Projected FY '27 (June 30, 2027) Parking Fund
Ending Balance (D-B) \$ 418,100.00

FY2028

College:

A.

FY '28 Planned Use of Funds (thru June 30, 2028)

Project Description	Budget
1 Parking Lot Repairs - Fauquier	\$ 300,000.00
2 Snow removal all campuses	\$ 35,000.00
3 Mowing Fauquier campus	\$ 15,000.00
4 Landscaping upgrades Middletown	\$ 10,000.00
5 Landscaping upgrades Fauquier	\$ 10,000.00
6 Additional Projects (See Continuation Sheet)	\$ 25,000.00

B.

FY '28 Projected Revenue (thru June 30, 2028)

Revenue Source Description	
1 Mandatory Non-E&G Student Parking Fees	\$ 300,000.00
2 Permit Parking Fees, Fines & Event Sales	\$ 100.00
3 Local Government Contributions	\$ -
4 Interest	\$ 10,000.00
5 Other (Please Specify)	\$ -
6 Other (Please Specify)	\$ -
7 Other (Please Specify)	\$ -

C.

D.

Summary	
2024-26 Projected Reserve Balance (June 30, 2026)	\$ 725,000.00
2026-28 Planned Use of Funds	\$ 1,020,000.00
2026-28 Projected Revenue	\$ 628,200.00
2026-28 Projected Reserve Balance (June 30, 2028)	\$ 333,200.00

Date Approved by Local Board:

LAUREL RIDGE COMMUNITY COLLEGE
RECOMMENDATION FOR COLLEGE BOARD

TO: Kimberly P. Blosser, President
FROM: Johanna Weiss, Vice President of Academics and Student Services
DATE: Monday, March 16, 2026
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda: Curricular Proposal: Rename *Immersive Technology* Career Studies Certificate to *Virtual Reality and Game Design* Career Studies Certificate

Initiating Administrator's Recommendation

Background and Rationale -The current program name, *Immersive Technology*, does not clearly communicate the hands-on , creative, and high-tech focus of the curriculum or the skills, tools, and career paths emphasized in the program. To improve clarity and strengthen public recognition, the program name has been updated to *Virtual Reality and Game Design*, a title that highlights the program's most recognizable and in demand components while aligning with current industry language.

Review Process - Program Lead Dr. Melissa Stange, Vice President Johanna Weiss, and Dean Rachel Dodson engaged in a collaborative evaluation of potential naming alternatives. Several options were reviewed to ensure alignment with institutional standards and to improve clarity for students, faculty, and external stakeholders.

Decision - Following deliberation, the leadership team determined that the most effective course of action is to adopt the name *Virtual Reality and Game Design*. This removes the need for an additional descriptor and aligns with naming conventions across other CSC programs that identify solely by subject area. The revised name provides clearer communication of program content and supports stronger visibility in outreach and recruitment.

Recommendation-The College Board is asked to approve the revised program name: ***Virtual Reality and Game Design***.

Attachments: Curriculog Proposal – 2026-2027 Program Revision – Virtual Reality and Game Design, CSC

Virtual Reality and Game Design, CSC

2026-27 Program Revision

General Catalog Information

Instructions

There are instructions throughout the form to help you.

IMPORTANT: If you are adding new courses to this new program, please ensure a Course New Proposal has also been submitted.

FILL IN all fields required marked with an *.

ATTACH any supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move it forward in the workflow.

School*

Professional Programs

Type of Program

Select *Program* below as the Type of Program.

Type of Program*

- ☒ Program
☐ Shared Core

Program Information

Please select the appropriate classification of this program.

Associate Degree Program

- ☐ Associate of Arts (AA)
☐ Associate of Science (AS)
☐ Associate of Applied Science (AAS)

Majors and ☐ Major

Specializations☐ Specialization (only available for AAS or AAA degrees)**Certificates and
Career Studies
Certificates**☐ Certificate☒ Career Studies Certificate (CSC)**Program Title*** Virtual Reality and Game Design, CSC**VCCS Program & CIP
Code**

Plan: 221-299-33/CIP: 11.0101 (First initiation and conferral Spring 2024)

**Program Description
(from the Catalog)***

This is a G3-eligible program. Discover the G3 programs at Laurel Ridge for more information.

Program Description/Purpose: The program will create distinct experiences by merging the physical world with a digital or simulated reality. Virtual Reality (VR), Augmented Reality (AR), and Extended Reality (XR) technologies form a multifaceted, revolutionary industry. The program will provide the knowledge and skills to begin a career building VR, AR, and XR systems in this rapidly evolving technological landscape. You will have the opportunity to create entry level games, master game engines, use 3D technology, learn multiple programming languages, create 360 videos, experience a diverse type of VR and AR headsets, and much more. You will also learn important professional skills like self-initiative, effective teamwork, project conceptualization, system documentation, and public speaking through course projects and demonstrations.

Occupational Outcomes: Upon completion of the career studies certificate, students are employable as entry-level workers in a variety of fields using immersive technology, including information technology, gaming, automotive, medical, education, and the learning and development industries.

Program Student Learning Outcomes:

1. Describe how the various immersive technologies work within the brain.
2. Use appropriate programming languages to create immersive experiences.
3. Apply fundamental and advanced multimedia production concepts to human centered design.
4. Communicate in varied settings, orally and visually and in writing, in a professional manner.
5. Collaborate with diverse individuals and teams to build VR, AR, and XR solutions.

-
- Courses are listed by the semester they are usually offered.
 - Course availability in a given semester may vary.
 - You can change the order or number of classes each semester, but taking fewer classes in a semester will mean more semesters to finish the program.
 - Please discuss your plan with your advisor to ensure it meets your academic goals.

Rationale and Impact

Program changes may be necessary for a number of reasons. These are some common curriculum changes (not an exhaustive list):

The addition or deletion of specific components of a program, major, specialization, or certificate.

Change to the name of programs, majors, specializations, certificates.

A change of 25% or more to the content of the program, major, specialization, or certificate either in a single change or as the sum of total changes, learning objectives, competencies, or required clinical experiences. This would include changes in UCGS courses, TransferVA, or VCCS-Common Curriculum courses required for program completion.

Any addition or reduction of total credit hours.

Changes contingent on other pending changes at the VCCS-level, or programmatic accreditation requirements.

Rationale: What is changing?*

- Change CSC name to Virtual Reality and Game Design
- Remove CSC221 & CSC222
- Add CSC292 x 2 (Proposed as ITD125 & ITD225 to VCCS)
- Change ITE170 & ITE270 (proposed as ITD105 & ITD205 to VCCS)
- Remove pre-req for UMS120
- Description Update

Rationale: Why is it changing?*

- CSC Name Change will resonate with public.
- Removing CSC 221 and CSC 222 because the coding required is covered in ITE270, ITP160, & UMS120 in current courses and in ITD205, ITP160, & UMS120. This reduces the number of Total Credits in the program from 18 to 17.
- Replace the above 2 courses with the two CSC 295 courses approved at the November C&I meeting. To ensure the student have a strong UI/UX knowledge approved in Dec. 2025.
- Replacing ITE170/ITE270 with ITD105/ITD205 to avoid SSDL/Transfer issues and confusion over course content. This will ensure that Immersive material is learned.
- Remove the pre-req from UMS 120 to provide an opportunity for more enrollment and the content does not need multimedia knowledge to be successful in the course.

Anticipated Effective Term and Year* Fall 2026

Rationale: Additional Information (if necessary)

There are two different curriculum attached. Option A is based on VCCS new course approvals not received in timely manner and Option B is if all new courses are approved and added to the catalog.

Impact Summary

Summarize the impact on other units and students.

Program/Department Impact

Explain the effects this proposal will have on program requirements or enrollments.

Does the addition or removal of any courses affect enrollment in another program?

Failure to contact impacted units and include responses will result in delays.

Student Impact

Indicate the number of students currently enrolled and admitted to the program.

Will students be moved to a new option? Will students be allowed to finish out in the current structure?

Explain how changes in the program will be communicated with students.

Impact Statement*

Program/Department Impact

- This proposal will have no major impact on enrollments only 3 students have officially declared and a marketing push has not happened yet.
- Course changes may reduce enrollment in CSC221 & CSC222, but no other programs. The courses are only in the Immersive Technology.
- IST Degree does allow students to complete the Immersive Technology CSC as part of the degree, but to date none have. A few have taken ITP 160 in the program, but that is one of the courses not changing.

Student Impact

- At last run there were only 3 who had declared the program.
- We will work with the student to course sub as needed. The concern is that some will SSDL cancelled courses and then graduate without actual VR experience the way the program is now.
- Announcement in Technology Curriculum Canvas Organization, Marketing flyer revised, advisors contacting enrolled, and Program Lead support.

Please list whom you've contacted regarding the changes to this program.*

Talked with Dean of Professional Programs & VP Weiss prior to submitting proposal. Talked with CAC and SU. Discussed with Immersive Adjunct faculty.

Attachment Instructions

Please attach any required files by navigating to the right-side menu and clicking Files (indicated by the paperclip icon).

- Please indicate the documents you've attached to this proposal**
- ☒ Updated Curriculum
 - ☒ Documentation associated with rationale for changes
 - ☒ Communications with faculty/department/schools/student services, etc. impacted by changes
 - ☒ Curriculum Advisory Committee Meeting Information (minutes, emails, etc.)

Validate and Launch

LAUNCH proposal by clicking Validate and Launch at the top of the form. Once the proposal has been launched, approve the proposal to move it forward in the workflow.

Acalog Catalog Administrator - Do Not Modify

Degree Type

Program Type

Prospective Curriculum*

Acalog Catalog Owner

Acalog Item Id

Acalog Catalog Status ☒ Active-Visible ☐ Inactive-Hidden

LAUREL RIDGE COMMUNITY COLLEGE
RECOMMENDATION FOR COLLEGE BOARD

TO: Kimberly P. Blosser, President
FROM: Johanna Weiss, Vice President of Academics and Student Services
DATE: Monday, March 16, 2026
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda: Curricular Proposal: Rename *AI and Machine Learning* Career Studies Certificate to *AI and Applied Data Science* Career Studies Certificate

Initiating Administrator's Recommendation

Background and Rationale - The current program name, *AI and Machine Learning*, does not fully reflect the breadth of the curriculum. While machine learning is an important component of artificial intelligence, it represents only one subset of the field. The program also includes significant applied data science coursework, which was not acknowledged in the previous title. The revised name *AI and Applied Data Science* more accurately represent both instructional areas. Artificial Intelligence content is reflected in courses such as ITE135, ITD140, ITE142, and ITD240, while Applied Data Science is emphasized in ITD145 and ITD245, with additional decision making applications integrated into ITE142.

Review Process - Program Lead Dr. Melissa Stange, Vice President Johanna Weiss, and Dean Rachel Dodson conducted a collaborative review of the program's structure, learning outcomes, and course alignment. Multiple naming options were evaluated to ensure consistency with institutional standards and clarity for students, faculty, and external partners. The team prioritized a title that reflects both academic content areas and current industry terminology.

Decision - After thorough consideration, the leadership team determined that renaming the program to *AI and Applied Data Science* is the most accurate and appropriate choice. This title clearly communicates the dual focus of the curriculum and eliminates any misalignment caused by emphasizing machine learning alone. The revised name aligns with course content, industry expectations, and naming conventions within related CSC programs.

Recommendation - The College Board is asked to approve the revised program name: ***AI and Applied Data Science***

Attachments: Curriculog Proposal – 2026-2027 Program Revision – AI and Applied Data Science, CSC

Artificial Intelligence and Applied Data Science, CSC 2026 – 2027 Program Revision

General Catalog Information

Instructions

There are instructions throughout the form to help you.

IMPORTANT: If you are adding new courses to this new program, please ensure a Course New Proposal has also been submitted.

FILL IN all fields required marked with an *.

ATTACH any supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move it forward in the workflow.

School* Professional Programs

Type of Program

Select *Program* below as the Type of Program.

Type of Program*

- ☒ Program
☐ Shared Core

Program Information

Please select the appropriate classification of this program.

**Associate Degree
Program**

- ☐ Associate of Arts (AA)
☐ Associate of Science (AS)
☐ Associate of Applied Science (AAS)

Majors and ☐ Major

Specializations ☐ Specialization (only available for AAS or AAA degrees)

Certificates and Career Studies Certificates ☐ Certificate
☒ Career Studies Certificate (CSC)

Program Title* Artificial Intelligence and Applied Data Science, CSC

VCCS Program & CIP Code Plan: 221-299-32/CIP: 11.0101 (First initiation and conferral Spring 2024)

**Program Description
(from the Catalog)***

This is a G3-eligible program. Discover the [G3 programs at Laurel Ridge](#) for more information.

Program Description/Purpose: The Artificial Intelligence (AI) and Applied Data Science certificate focuses on foundational knowledge and practical skills in artificial intelligence, machine learning, and data science, to enable students the ability to analyze data, build predictive models, and apply AI techniques across various industries. Experiential learning will prepare students to build machine learning models used for predicting, making decisions, and enhancing human capabilities with data sets from numerous domains.

Occupational Outcomes: Upon completion of the career studies certificate, students are employable as entry-level workers in a variety of environments using artificial intelligence and machine learning, including information technology, automotive, healthcare, aerospace, industrial, and manufacturing industries.

Program Student Learning Outcomes

1. Apply common artificial intelligence concepts and methodologies for analysis and decision-making.
2. Apply artificial intelligence project development and machine learning life cycle to address social and business issues, opportunities, and problems.
3. Apply machine learning algorithms to predict the usefulness of artificial intelligence programming solutions.
4. Communicate in oral, visual, and written professional settings involving artificial intelligence and applied data science topics.
5. Evaluate issues of bias, culture, environment, ethics, regulations, and professional expectations in the field of artificial intelligence and machine learning.

-
- Courses are displayed under the semester in which they are regularly offered and are recommended to be taken in this sequence to ensure timely graduation.
 - It is possible that an elective course may not be offered due to low enrollment or other factors.
 - Please discuss your plan with your advisor to ensure it meets your academic goals.

Course credit may be awarded for industry certifications per the Credit For Prior Learning Guide. It is important for students to understand that credit for prior learning credit may not transfer to another 2-year college, 4-year college, or university.

Rationale and Impact

Program changes may be necessary for a number of reasons. These are some common curriculum changes (not an exhaustive list):

The addition or deletion of specific components of a program, major, specialization, or certificate.

Change to the name of programs, majors, specializations, certificates.

A change of 25% or more to the content of the program, major, specialization, or certificate either in a single change or as the sum of total changes, learning objectives, competencies, or required clinical experiences. This would include changes in UCGS courses, TransferVA, or VCCS-Common Curriculum courses required for program completion.

Any addition or reduction of total credit hours.

Changes contingent on other pending changes at the VCCS-level, or programmatic accreditation requirements.

Rationale: What is changing?*

- Program Title changed to Artificial Intelligence and Applied Data Science
- CSC 221 - Introduction to Problem Solving and Programming is being removed
- IND 160 - Introduction to Robotics is being removed
- ITE 135 - Artificial Intelligence Awareness is being added
- ITE 142 - Introduction to Artificial Intelligence Tools for Business is being added
- Program Description updated
- Program Objectives updated
- Program Notes updated

Rationale: Why is it changing?*

- **Program Name** updated: Machine Learning is a subset of AL and the title did not accurately reflect the inclusion of the applied data science courses. The new name Artificial Intelligence is seen in the ITE135, ITD140, ITE142, ITD240 classes. The Applied Data Science classes will be seen in ITD145 & ITD245 specifically and some in ITE142 for decision making.
- **CSC 221** Removal: The Python programming language, problem solving, and programming concepts taught in ITD140, ITD145, ITD240, & ITD245. Requiring the class was redundant learning.
- **IND 160** Removal: Introduction to Robotics is because the course did not fit within the CSC as it will focus more on historical robotics and industrial mechatronic robots. Robotics will be included in ITE135 at the level needed for the CSC.
- **ITE 135** - Added: AI Awareness is a course that was not available when the CSC was created, new to VCCS as of Spring 2026, and a New Course Proposal has been submitted. This course specifically has objectives and major topics in machine learning, deep learning, neural networks, LLMs, and robotics.
- **ITE 142** Added: This course is the connection for students to take the data turned into information and data science visuals created are used to make decisions for business operations.
- **Program Description** updated: To reflect new name and course changes
- **Program Objectives** updated: Were combined and tweaked to reflect course changes
- **Program Notes** updated: Reduced number and made similar to IT statements, specifically the note about industry standards only being good for the Laurel Ridge credential. There are several CPL proposals submitted to bring industry credentials for ITD145 and ITD245. Additionally, the program is qualified as GS and it is not listed in the current catalog as such.

Anticipated Effective Term and Year* Fall 2026

Rationale: Additional Information (if necessary)

Summary Minutes for CAC meeting attached, but most of the minutes are in the .mp4 meeting recording. The full recording was provided to the dean. Two new course content summaries attached. Evidence of NAAIC mentorship program which has two monthly meetings for the dean and program lead to meet with the assigned mentor and all mentors & mentees to discuss AI related programs and industry.

IMPACT SUMMARY

Summarize the impact on other units and students.

Program/Department Impact

Explain the effects this proposal will have on program requirements or enrollments.

Does the addition or removal of any courses affect enrollment in another program?

Failure to contact impacted units and include responses will result in delays.

Student Impact

Indicate the number of students currently enrolled and admitted to the program.

Will students be moved to a new option? Will students be allowed to finish out in the current structure?

Explain how changes in the program will be communicated with students.

Impact Statement*

Program/Department Impact

- The total number credits on the program have not changed. 6 credits removed and 6 credits added.
- Does the addition or removal of any courses affect enrollment in another program? May reduce the number of students enrolling in CSC221 & IND 160 in future assignments. No major impact on other programs. Same program lead for CS and Emerging Technology programs that all programs and courses currently fall under.
- Removing CS increases the possibility of more DE students completing the program as there are very limited DE faculty that can teach CS courses.

Student Impact

- At last check there was only three (3) students who had actually declared the program
- Students who are enrolled in the program would be allowed to finish out their program as it currently is, but would be encouraged to switch to new program for a stronger skill set when entering into workforce. Students would be encouraged to complete their course work within one year of the change.
- Program lead and advisors will communicate program change to new students enrolling in the program.

Please list whom you've contacted regarding the changes to this program.*

Dean of Professional Programs and Technical Studies and Vice President of Academic & Student Affairs via an in-person meeting, Emerging Technology CAC in September, Art Lee IST program lead, & NAAIC Mentor.

Attachment Instructions

Please attach any required files by navigating to the right-side menu and clicking **Files** (indicated by the paperclip icon).

- Please indicate the documents you've attached to this proposal**
- ☒ Updated Curriculum
 - ☒ Documentation associated with rationale for changes
 - ☒ Communications with faculty/department/schools/student services, etc. impacted by changes
 - ☒ Curriculum Advisory Committee Meeting Information (minutes, emails, etc.)

Validate and Launch

LAUNCH proposal by clicking **Validate and Launch** at the top of the form. Once the proposal has been launched, approve the proposal to move it forward in the workflow.

Acalog Catalog Administrator - Do Not Modify

Degree Type

Program Type

Prospective Curriculum*

Acalog Catalog Owner

Acalog Item Id

Acalog Catalog Status ☒ Active-Visible ☐ Inactive-Hidden

LAUREL RIDGE COMMUNITY COLLEGE
RECOMMENDATION FOR COLLEGE BOARD

TO: Kimberly P. Blosser, President
FROM: Johanna Weiss, Vice President of Academics and Student Services
DATE: Monday, March 16, 2026
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda: Curricular Proposal: Rename *Robotics and Automation* Career Studies Certificate to *Industrial Robotics and Automation* Career Studies Certificate

Initiating Administrator's Recommendation

Background and Rationale - The current program name, *Robotics and Automation*, does not clearly communicate the program's focus on industrial robotics or distinguish it from the AI driven robotics and humanoid technologies taught in the AI and Applied Data Science CSC, Virtual Reality and Game Design CSC, and Computer Science curriculum. To reduce confusion and ensure the title accurately reflects program content, the name has been updated to *Industrial Robotics and Automation*. This revision emphasizes the program's hands on; industry specific training delivered through the FANUC robotic arm and Amatrol training systems.

Review Process - Program Lead Dr. Melissa Stange, Vice President Johanna Weiss, and Dean Rachel Dodson engaged in a detailed review of the program's curriculum, equipment, and outcomes. The team evaluated several naming options to ensure clarity for students, faculty, and external partners while reflecting current industry terminology. The review centered on ensuring the title accurately distinguished the program from AI focused robotics coursework delivered in other programs.

Decision - Following deliberation, the leadership team concluded that adding the word *Industrial* to the program name most accurately communicates the program's purpose and instructional model. The revised title, ***Industrial Robotics and Automation***, clearly identifies the program as centered on manufacturing, automation systems, safety, and operational robotics rather than AI based or humanoid robotics.

Recommendation-The College Board is asked to approve the revised program name: ***Industrial Robotics and Automation.***

Attachments: Curriculog Proposal – 2026-2027 Program Revision – Industrial Robotics and Automation, CSC

Industrial Robotics and Automation, CSC

2026 - 2027 Program Proposal

General Catalog Information

Instructions

There are instructions throughout the form to help you.

IMPORTANT: If you are adding new courses to this new program, please ensure a Course New Proposal has also been submitted.

FILL IN all fields required marked with an *.

ATTACH any supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move it forward in the workflow.

School* Professional Programs

Type of Program

Select *Program* below as the Type of Program.

Type of Program* ☒ Program
☐ Shared Core

Program Information

Please select the appropriate classification of this program.

Associate Degree Program ☐ Associate of Arts (AA)
☐ Associate of Science (AS)
☐ Associate of Applied Science (AAS)

Majors and ☐ Major

Specializations☐ Specialization (only available for AAS or AAA degrees)**Certificates and
Career Studies
Certificates**☐ Certificate☒ Career Studies Certificate (CSC)**Program Title*** Industrial Robotics and Automation, CSC**VCCS Program & CIP
Code** Plan Number: 221-733-01/CIP: 15.0699**Program Description
(from the Catalog)*****Program eligible for G3 grant funding.**

Program Description/Purpose: Industrial robotics are transforming health care, manufacturing, construction, warehousing, and service industries. There has been an increased use of automated systems in these industries due to the effective deployment of low-cost sensors, motors, design tools, and controllers. Upon certificate completion, students will have an understanding of industrial robots and automation safety procedures, efficiency methods, fluid power (pneumatics and hydraulics), programmable logic controllers (PLCs), and an understanding of basic design and implementation principles in manufacturing work cells. Credits earned in this certificate program may also be applied toward the college's Associate of Applied Science degree in Technical Studies.

Occupational Outcomes: Upon completion of the career studies certificate, students are employable as entry-level workers at the level in a variety of fields that use industrial robotics and automation technology. Specifically operator level positions such as mechatronics technician, automation technician, robotics technician, and electromechanical technician

Program Student Learning Outcomes

1. Explain the purpose and function of input/output assemblies, the central processor unit, the power supply, and programming device.
2. Create, design, and troubleshoot a variety of robotic programs.
3. Utilize a variety of test equipment to measure voltage, current, and resistance.
4. Utilize spatial descriptions and homogeneous transformations to analyze forward and inverse kinematics.

Rationale and Impact

Program changes may be necessary for a number of reasons. These are some common curriculum changes (not an exhaustive list):

The addition or deletion of specific components of a program, major, specialization, or certificate.

Change to the name of programs, majors, specializations, certificates.

A change of 25% or more to the content of the program, major, specialization, or certificate either in a single change or as the sum of total changes, learning objectives, competencies, or required clinical experiences. This would include changes in UCGS courses, TransferVA, or VCCS-Common Curriculum courses required for program completion.

Any addition or reduction of total credit hours.

Changes contingent on other pending changes at the VCCS-level, or programmatic accreditation requirements.

Rationale: What is changing?*

- Program name
- Program description
- Outcomes changed
- Learning objectives modified
- Course modification
- Total Program Credits

Rationale: Why is it changing?*

- **Program name:** added the word Industrial to the title to be clear about the focus area and to separate from AI Robotics/Humanoids that are in the AI CSC, Immersive Tech CSC, & CS Curriculum.
- **Program description:** The description needs to be clearer about the industrial robotic focus through the Fanuc Robotic Arm and the Amatrol Training systems. To identify it as a G3 eligible program.
- **Outcomes changed:** Provided actual examples of entry level jobs vs just saying industries the jobs are available in.
- **Learning objectives modified:** Removed outcomes that did not fall within and modified others to match the Fanuc and Amatrol Mechatronics systems that were purchased for the program
- **Course modification:** Removed the SDV100, 1 credit course and replaced it with the SAF 130. To pair MEC103 with AC/DC Trainer, Pair IND250 with Smart City Trainer. Replace MEC 253 with MEC103 to better cover the AC/DC trainer, Replace IND251 with IND250 to cover the Smart Factory system. Modified Course content summaries for the other courses (ETR 177, ETR 286, IND 160, IND 251, & MEC 253) due to typos and inclusion of specific Smart Automation Certifications (SACA), due to the fact the industry certifications that will fall into the program have yet to be determined. Faculty teaching in the program have to become certified first. Fanuc certification has been selected to be the first certification along with the OSHA 10 certification. These changes also do not put us in competition with Workforce Solutions as they are doing the Technician level, which is one step higher.
- Total Credits increasing as MEC 103 is 4 credits.

Anticipated Effective Term and Year* Fall 2026

Rationale: Additional Information (if necessary)

Emerging Technology CAC summary document attached, full meeting recording provided to dean. This CSC was not discussed much as due to there being no enrollments. It was suggested to add a data course like ITD145 if not included in any other courses, but since we are still figuring out the certifications adding such a course should wait till 27-28 academic year.

Having the SAF130 in the program allows students to take that course and obtain an industry credential now. IND 160 will be offered Spring 2026 and planned to be offered in Fall 26. ETR 177 can be offered in Fall 2026 using the Fanuc Robotic arm. The other courses are set to be Spring 2027, which allows time for faculty to get certified or to find already certified faculty. Job ads are in progress. There is a discussion in January with Workforce Solutions to determine if there is any cross-over/partnership opportunities between this program and their Mechatronics program.

Not to compete with Workforce Solutions Mechatronics Technician program.

Impact Summary

Summarize the impact on other units and students.

Program/Department Impact

Explain the effects this proposal will have on program requirements or enrollments.

Does the addition or removal of any courses affect enrollment in another program?

Failure to contact impacted units and include responses will result in delays.

Student Impact

Indicate the number of students currently enrolled and admitted to the program.

Will students be moved to a new option? Will students be allowed to finish out in the current structure?

Explain how changes in the program will be communicated with students.

Impact Statement*

Program/Department Impact

- Currently no students are enrolled into the program.
- Removing SDV 100 would require a student to take that course after CSC completion if they elected to work toward the AAS in Technical Studies

Student Impact

- 0 students currently in the program, so not one to contact.
- Program Lead, Dean of Professional Programs, will work with advising.
- The program changes will not provide false certification information to students and provide them with a better understanding of program content.
- It is also possible that the program may be able to connect Workforce solution and academic Mechatronic systems

Please list whom you've contacted regarding the changes to this program.*

- Dean Professional Programs, VP of Academic & Student Affairs - 11/13/2025
- Program Lead Trades Academy: Steve Black 11/10/2025
- Fanuc Academy, Rachel Tucker: 11/12/2025
- Amtek Company, Inc, Alex Braddock, Amatrol System Rep, 10/24/2025, 11/10/2025
- Jeanian Clark, Workforce Solutions, 7/15/2025 & 12/4/2025
- Dean & VP in Jan. 2026

Please attach any required files by navigating to the right side menu and clicking Files (indicated by the paperclip icon).

- Please indicate the documents you've attached to this proposal
- ☒

Updated Curriculum
- ☒

Documentation associated with rationale for changes
- ☒

Communications with faculty/department/schools/student services, etc. impacted by changes
- ☒

Curriculum Advisory Committee Meeting Information (minutes, emails, etc.)

Validate and Launch

LAUNCH proposal by clicking Validate and Launch at the top of the form. Once the proposal has been launched, approve the proposal to move it forward in the workflow.

Acalog Catalog Administrator - Do Not Modify

Degree Type

Program Type

Prospective Curriculum*

Acalog Catalog Owner

Acalog Item Id

Acalog Catalog Status

☒

Active-Visible

☐

Inactive-Hidden

LAUREL RIDGE COMMUNITY COLLEGE
RECOMMENDATION FOR COLLEGE BOARD

TO: Kimberly P. Blosser, President
FROM: Johanna Weiss, Vice President of Academics and Student Services
DATE: Friday, January 23, 2026
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the agenda of the next College Board meeting:

Information Item: ☐ or Action Item: ☒

Item Title for Agenda: Curricular Proposal: Rename *Computer Science Generalist* Career Studies Certificate to *Computer Science* Career Studies Certificate

Initiating Administrator's Recommendation

Background-The current program name included the term *Generalist*. After review and discussion, it was determined that this terminology did not accurately reflect the intended program outcomes. Concerns were raised that the word *Generalist* may not convey the level of specialization or academic rigor associated with the program.

Review Process-The Program Lead Dr. Melissa Stange, Vice President Johanna Weiss, and Dean Rachel Dodson engaged in a collaborative evaluation of potential alternatives. Several naming options were considered to ensure alignment with institutional standards and clarity for students, faculty, and external stakeholders.

Decision -Following deliberation, the leadership team concluded that the most appropriate course of action is to remove the word *Generalist* from the program title. The revised name will consist solely of the subject area, without an additional third-word descriptor. This approach is consistent with naming conventions across other CSC programs, many of which identify only the subject area in their titles.

Rationale

- Ensure consistency with existing CSC program titles.
- Provides clarity and simplicity for students and external audiences.
- Avoids terminology that may misrepresent program outcomes.
- Aligns with institutional standards for program naming.

Recommendation-The College Board is asked to approve the revised program name, reflecting only the subject area, with the removal of the word *Generalist*.

Attachments: Curriculog Proposal – 2026-2027 Program Revision - Computer Science, CSC

Computer Science, CSC

2026-27 Program Revision

General Catalog Information

Instructions

There are instructions throughout the form to help you.

IMPORTANT: If you are adding new courses to this new program, please ensure a Course New Proposal has also been submitted.

FILL IN all fields required marked with an *.

ATTACH any supporting documentation.

LAUNCH proposal by clicking Validate and Launch at the top. Once the proposal has been launched, approve the proposal to move it forward in the workflow.

School* **Professional Programs**

Type of Program

Select *Program* below as the Type of Program.

Type of Program* ☒ Program
☐ Shared Core

Program Information

Please select the appropriate classification of this program.

Associate Degree Program ☐ Associate of Arts (AA)
☐ Associate of Science (AS)
☐ Associate of Applied Science (AAS)

Majors and Specializations ☐ Major
☐ Specialization (only available for AAS or AAA degrees)

Certificates and Career Studies Certificates ☐ Certificate
☒ Career Studies Certificate (CSC)

Program Title* Computer Science, CSC

VCCS Program & CIP Code Program Code: 221-246-01/CIP: 11.0701 (G3)

**Program
Description (from
the Catalog)***

This is a G3-eligible program. Discover the [G3 programs at Laurel Ridge](#) for more information.

Program Description/Purpose: The Career Studies Certificate in Computer Science prepares students with the core knowledge and skills needed for an entry-level position in the career field of computer science (CS). This certificate is designed for individuals seeking to transition into the field of computer science or seeking to enter into the field prior to achieving a full degree. All CSC courses feed into the A.S. in Computer Science and transfer under Transfer Virginia initiative.

Occupational Outcomes: Entry-level employment in the field of computer science, such as a entry-level softwre developer and/or computer scientist, junior programmer/analyst, or other related entry-level positions, or systems support specialist.

Program Student Learning Outcomes

1. Students will apply fundamental principles and methods of Computer Science to a wide range of applications.
2. Students will effectively communicate both orally and in writing with subject-area experts in business/industry to understand their processes and to help formulate computer-based solutions.
3. Students will demonstrate knowledge of the software design process and a basic understanding of programming language syntax.

-
- Courses are displayed under the semester in which they are regularly offered and are recommended to be taken in this sequence to ensure timely graduation.
 - It is possible that an elective course may not be offered due to low enrollment or other factors.
 - Please discuss your plan with your advisor to ensure it meets your professional and/or academic goals.

Course credit may be awarded for industry certifications per the Credit For Prior Learning Guide. It is important for students to understands that credit for prior learning credit may not transfer to another 2-year college, 4-year college, or university.

Rationale and Impact

Program changes may be necessary for a number of reasons. These are some common curriculum changes (not an exhaustive list):

The addition or deletion of specific components of a program, major, specialization, or certificate.

Change to the name of programs, majors, specializations, certificates.

A change of 25% or more to the content of the program, major, specialization, or certificate either in a single change or as the sum of total changes, learning objectives, competencies, or required clinical experiences. This would include changes in UCGS courses, TransferVA, or VCCS-Common Curriculum courses required for program completion.

Any addition or reduction of total credit hours.

Changes contingent on other pending changes at the VCCS-level, or programmatic accreditation requirements.

Rationale: What is changing?*

- The CSC/MTH Elective
- CSC Elective Description
- Program description
- Program name

Rationale: Why is it changing?*

- The **CSC/MTH Elective** is being changed to a specific course: CSC 208 - Discrete Structures. CSC208 is the course that combines math with programming.
- **CSC Elective Description** is being renamed to Elective because two ITx courses are acceptable.
- **Program description** slightly change to better describe the program outcome, industry certification inclusion, and stackability into AS in CS,
- **Program name** changed, by removing the word Generalist. Some felt that the term generalist was not the best fit for the program outcome. Below are the names considered by dean, VP, and program lead. Ultimately it was decided to submit without an additionally 3rd word description because there are several other CSCs that only state the subject area.

- Computer Science Associate
- Computer Science Programmer
- Computer Science Developer
- Computer Science Apprentice
- Computer Science Specialist
- Computer Science Architect
- Computer Science Explorer
- Computer Science Essentials
- Computer Science Applications
- Computer Science Fundamentals
- Computer Science Technician
- Computer Science Entry-Level

There is not a curriculum advisory committee for computer science as it is considered a transfer discipline in general due to Transfer Virginia, but the we include it under the Emerging Technology CAC. They approved the course changes met an entry-level programming/development position.

Anticipated Effective Term and Year*

Fall 2026

Rationale: Additional Information (if necessary)

The attached Emerging Technology CAC minutes, has CS infused and is more of a summary. Most discussion minutes are in the .mp4 provided to the Dean.

Impact Summary

Summarize the impact on other units and students.

Program/Department Impact

Explain the effects this proposal will have on program requirements or enrollments.

Does the addition or removal of any courses affect enrollment in another program?

Failure to contact impacted units and include responses will result in delays.

Student Impact

Indicate the number of students currently enrolled and admitted to the program.

Will students be moved to a new option? Will students be allowed to finish out in the current structure?

Explain how changes in the program will be communicated with students.

Impact Statement***Program/Department Impact**

- K-12 Educator Cohort for CS add-on license, the CSC would still meet VDOE requirements as CSC298 at 4 credits and CSC223 would be the electives.
- MVGS: Students complete CSC221, CSC222, CSC223, CSC208. Students would now need to take an additional elective course at the college online to earn the certificate due to the MTH elective option removed. This was discussed and found acceptable by dean and VP.
- DSCA Lab School: Students are set to complete CSC221, CSC222, CSC208, & CSC223. The school is still trying to determine if it will add an additional CS course at DSCA or if students will take the remaining a elective at college.
- ITx course for AI Awareness and UI/UX design was determined to be important options for those entering the workforce and key topics in CS, VCCS is putting within ITx due to Transfer Virginia. If someone takes for certificate, but then decides to go on to AS in CS degree they would not count in degree as they are not part of CS Common Curriculum.
- Total number of program credit unchanged
- Professional Programs Dean has communicated to Early College Dean the importance of MVGS and DSCA CS Tracks to work with CS Program Lead as Early College Dean is primary communication with DE educators teaching CSC courses. At submission time no other CSC credentialed DE educators.
- All CSC prefixed courses still feed directly into AS in CS degree and the VCCS Common Curriculum.

Student Impact

- Indicate the number of students currently enrolled and admitted to the program.
- Students currently with the CS Generalist CSC will have an opportunity to finish out under the old layout. It is recommended they complete within one year. It should not be that many students, most students should be able to move to the new program.
- Changes in the program will be posted in all CS course shells via an announcement, in the technology information sessions, posting in the Technology Curriculum Canvas organization, and advising talking to students.

Please list whom you've contacted regarding the changes to this program.*

Professional Programs & Technical Studies Dean, VP of Academic & Student Affairs, Emerging Technology CAC, DSCA CS K-12 Educator, and CS adjunct faculty.

Attachment Instructions

Please attach any required files by navigating to the right-side menu and clicking Files (indicated by the paperclip icon).

Please indicate the documents you've attached to this proposal

- ☒ Updated Curriculum
- ☒ Documentation associated with rationale for changes
- ☒ Communications with faculty/department/schools/student services, etc. impacted by changes
- ☒ Curriculum Advisory Committee Meeting Information (minutes, emails, etc.)

Validate and Launch

LAUNCH proposal by clicking Validate and Launch at the top of the form. Once the proposal has been launched, approve the proposal to move it forward in the workflow.

Acalog Catalog Administrator - Do Not Modify

Degree Type

Program Type

Prospective Curriculum*

Acalog Catalog Owner

Acalog Item Id

Acalog Catalog Status

☐

Active-Visible

☐

Inactive-Hidden

LAUREL RIDGE COMMUNITY COLLEGE
173 Skirmisher Lane
Middletown, VA 22645

RECOMMENDATION FOR COLLEGE BOARD

TO: Laurel Ridge Community College Board
FROM: Kim Blosser, Laurel Ridge president
DATE: March 22, 2026
SUBJECT: Item Recommendation for College Board Agenda

The following item is recommended for the Agenda of the next College Board meeting:

Information Item: ☒ or Action Item: ☐

Item Title for Agenda (be specific): AY2026-28 College Board Chair and Vice Chair Nominating Committee

Initiating Administrator's Recommendation (If funding is involved, please indicate appropriate budget line item number and title.)

Per the Laurel Ridge Community College Board Bylaws (Article Three, Section 2), The officers of the Board shall be elected biennially by the Board at its June meeting to serve from July 1 immediately following. If the election of officers is not held at such meeting, such election shall be held as soon thereafter as is convenient. Nominations for the offices of Chair and Vice Chair during an election year will be proposed by a nominations committee consisting of the Chair, Vice Chair and a Board member appointed by the Chair, preferably a past Chair if available. The nominations committee shall be sensitive to locality representation and Board rotation in its proposed nominations which will be provided in writing to the Board prior to the election.

The AY2026-28 board officers nominating committee:

- Ben Freakley, Shenandoah County, Chair
- Paul Johnson, Page County, Vice Chair (chair elect)
- Andrew Keller, Shenandoah County, board member appointed by Chair
- Kim Blosser, Laurel Ridge, president and secretary to the board

Attachments (List supporting documents):

Reports of the College

Laurel Ridge Community College Board Meeting

April 2, 2026

A. President, Kim Blosser

College Updates

- The College engaged with our local legislators to submit legislation that will allow the State Board (on our behalf) to have the authority to purchase the Student Union Building from our College Educational Foundation. Those bills were HB1378 – Delegate Bill Wiley; SB773 – Senator Timmy French.
 - Cory Thompson attended the committee meetings for both bills
 - The college, working with the VCCS and Legislative Staff, have gotten the bill language incorporated into the budget bill.
 - We are waiting on the final, reconciled budget bill to come forward to ensure the language is still included.
- The College is excited to share we have hired a new Associate VP of Marketing, Communications, and Community Relations – Justin Joiner
 - Justin is coming to us from Laramie County Community College in Wyoming, and was unanimously recommended by the search committee.
 - He is the current Director of Marketing and Communications and has 19 years of experience in journalism, communications, and marketing.
- We have completed our Initial planning for the Strategic Enrollment Plan with the goal of increasing enrollment 12% over the next four years.
- President Blosser hosted in-person open forums for all college employees on:
 - Middletown Campus – Monday, March 30 at 2:00pm
 - Fauquier Campus - Tuesday, March 31 at 2:00pm

VCCS Updates

- The State Budget will be voted on during a special session of the General Assembly. The resolutions passed in March allow the Governor to call a special session on April 23, which is the current deadline for reconciling the budget and any additional outstanding bills.
- In the General Assembly session, one bill that was reconciled and approved deals with Board Governance. We will receive additional guidance on this in the coming months:
 - Each community college board shall appoint one or more nonvoting, advisory faculty representatives and one nonvoting, advisory staff representative to its respective board.
 - Terms are for 12 months and coterminous with the fiscal year
 - Faculty representatives are chosen by the majority of the institution's faculty or faculty senate, and the staff representative is to be chosen by the majority of the staff or the staff senate or equivalent.
 - There are additional changes to board terms for the State Board for Community Colleges, but those changes do not impact local community college advisory boards.
- The collective bargaining legislation is with the Governor and will have varying impacts if the legislation is signed and if it is, the specific employee groups that are covered.

- At the March meeting of the State Board for Community Colleges, they approved the posting of potential tuition and E&G fee increase effective Fall 2026 ranging between \$3.50 per credit hour to \$8.00 per credit hour for in-state students.
- The VCCS is also moving forward with course-based fees for high-cost courses/programs. These will be announced along with tuition increases after the May State Board meeting.
- Additional funding for Fast Forward was included in both the Senate and House versions of the budget and is expected to be approved this legislative session.
- President Blosser continues to lead a group of Presidents and other VCCS personnel to implement the dual enrollment legislation.

President Updates and Engagements

- Virginia Community College Leaders roundtable meeting with Senator Tim Kaine in Washington, DC – 2/10
- Hosted four candidates for the AVP of Marketing, Communications, and Community Engagement on campus – 2/11 through 2/20
- Co-led the Uniform Dual Enrollment Tuition Implementation workgroup meeting – 2/13
- Attended the Advisory Council of Presidents meeting, Richmond, VA – 2/17
- Took a group of Laurel Ridge Community College students to visit the General Assembly session and our legislators (with Brandy Boies) – 2/18
- Pioneer Bank board meeting – 2/19
- Blue Ridge Area Food Bank Board meeting – 2/19
- Attended the Aspen Presidential Fellowships Alumni webinar on How Community Colleges Can devise a CC 3.0 Strategy – 2/20
- SACSCOC Reaffirmation Planning meeting – 2/23
- Virtual Interview with the Aspen Prize committee – 2/23
- United Way of the Northern Shenandoah Valley board meeting – 2/24
- United Way of the Northern Shenandoah Valley strategic planning meeting – 2/24
- Fauquier Campus leadership meeting – 2/25
- Meeting about the Rural Health Grant opportunity – 2/27
- GO Virginia Region 8 Executive Committee – 3/3
- Future Educators Academy Governing Board meeting, Daniel Technology Center, Culpeper, VA – 3/3
- Attended the Community Foundation of the Northern Shenandoah Valley Annual Gala – 3/5
- Meeting with Bryan Lloyd, Laurel Center – 3/9
- Held virtual meeting with all K-12 Superintendents and other instructional leaders – 3/9
- VCCS Dual Enrollment committee meeting – 3/11
- United Way of the Northern Shenandoah Valley executive committee meeting at Trex – 3/11
- Attended Top of Virginia Regional Chamber's Greater Good Awards – 3/12
- Meeting with Opportunity Scholars team – 3/16
- Co-led the Uniform Dual Enrollment Tuition Implementation workgroup meeting – 3/16
- Winchester Medical Center Foundation Board meeting – 3/17
- Pioneer Bank board meeting – 3/19
- Meeting with Racey Engineering and land developer in Luray – 3/19
- Met with faculty senate chairs, our college CFAC representative, and Johanna Weiss about Chancellor's Faculty Advisor Committee (CFAC) proposed Governance document – 3/20

- United Way of the Northern Shenandoah Valley Board meeting – 3/24
- Meeting with Stephanie Hanson, CEO of Leadership Fauquier – 3/24
- Hosted Senator Russett Perry for a tour of the Fauquier Campus – 3/24
- Participate in Women in Leadership panel – 3/25
- Laurel Ridge Foundation Appreciation Luncheon – 3/27
- Host a New Staff and Administrators Open House at Middletown Campus – 3/30
- Pizza with the Prez event with students at the Middletown Campus – 3/30
- Host in-person President’s Open Forum meeting at the Middletown Campus – 3/30
- Fauquier Campus Leadership meeting – 3/31
- Pizza with the Prez event with students at the Fauquier Campus – 3/31
- Host in-person President’s Open Forum meeting at the Fauquier Campus – 3/31
- Advisory Council of Presidents Human Resources committee meeting – 4/1
- Laurel Ridge Educational Foundation board meeting – 4/2

B. Workforce Solutions, Jeanian Clark, vice president of Workforce Solutions

Laurel Ridge Graduates the First Power Line Worker Program

Laurel Ridge Community College celebrated the first graduates of its new Power Line Worker Program on December 19, 2026. Ten students graduated from the pre-apprenticeship course, the only one in the state north of Richmond. They all earned certifications in the following areas: Commercial Driver’s License, Heavy Equipment Operator, Power Industry Fundamentals, Power Line Worker Level 1, Virginia Department of Transportation Work Zone Flagger – Intermediate, OSHA 10 and First Aid/CPR. “Developing this program has truly been a partnership – one that proves when businesses and colleges work together, we can quickly stand up in-demand programs that help students earn family-sustaining wages,” Laurel Ridge President Kim Blosser told the graduates and their families. Laurel Ridge Workforce Solutions originally planned to launch the Power Line Worker program in January 2027, said program manager AnnaJane Whitacre. However, the Northwestern Virginia Power & Energy Consortium – focused on developing workforce training programs for the energy industry and made up of the college, Dominion Energy Virginia, Shenandoah Valley Electric Cooperative, Altec, MasTec, NextEra Energy, NOVEC, Pike Electric, Rappahannock Electric Cooperative, River City Construction and Town of Front Royal Energy Services – asked for the program to be ready sooner, leading the first classes to begin in mid-September. The average starting salary for a Power Line Worker is \$77,000, with numerous overtime opportunities, according to Whitacre.

City of Winchester Establishes \$100,000 in Scholarships for Workforce Students

Laurel Ridge Community College Workforce Solutions is excited to partner with the Winchester Economic Development Authority on an initiative that will provide \$100,000 in scholarship funding for city residents enrolled in FastForward credential classes. Thanks to the city EDA’s gift, not only will up to 25 more students from Winchester receive financial assistance to be trained in high-demand fields, but area employers will be able to meet crucial workforce needs. “We are thrilled with the Winchester EDA’s strategic decision to invest these scholarship funds in their citizens for the purposes of developing their workforce skills while also addressing the needs of local industry and supporting local economic development efforts in the City of Winchester,” said Workforce Solutions Vice President Jeanian Clark. “They are a wonderful partner to work with, and we are grateful for their vision and confidence in these programs.”

Winchester EDA is proud to partner with Laurel Ridge Workforce Solutions in supporting workforce development in the city, said EDA Executive Director Jeff Buettner.

C. **Communications and Community Relations**

Creative Services

- The Fall 2026 viewbook has been completed and will be printed / mailed to targeted households in the service region. View the viewbook at <https://laurelridge.edu/viewbook>.
- Switched digital “flip book” providers to an ADA compliant service. See an example at <https://laurelridge.edu/viewbook>
- Promotion for the 46th Annual Spring Follies is underway (featuring a 90s theme). [View the event flyer PDF](#).

Commencement

- Health Professions Commencement held May 14 at 10 a.m. at the Middletown Campus tent.
- Health Professions pinning and coin ceremonies for Nursing, Surgical Technology, Medical Laboratory Technician, Patient Care Technician, and EMS occur between 11:30 AM and 12 PM on May 14 at various Middletown Campus locations.
- Collegewide Commencement held May 15 at 10 AM at the Middletown Campus tent.
- View details at laurelridge.edu/commencement
- View the [May 2026 Ceremonies and Commencement Schedule](#).

Marketing

- The Fall 2026 Enrollment Campaign is underway and runs from March 1 through August 30. The campaign uses a multi-channel approach including digital advertising, social media, search, display, retargeting, direct mail, and community engagement to convert new prospects and re-engage stop-out students. Messaging focuses on affordability and academic strength while promoting new and expanded programs such as Physical Therapist Assistant, EMS expansion to Fauquier, Nurse Aide in Luray, and para-professional pathways to an AS in Education. The campaign is supported by multiple landing pages, including dedicated pages for academic business programs and computer and information technology programs, to improve program discovery and conversion. Marketing efforts are reinforced through updated program materials, targeted viewbook (April and May) and catalog mailings (May), workforce and employer partnerships, radio sponsorships, local displays, and event marketing. Some marketing targets key personas, stop-out students, past dual enrollment students, workforce completers, corporate training clients, and community stakeholders, with focused promotions tied to high-demand academic and workforce programs, leadership training initiatives, and Fauquier-based programs and workforce activities.

D. **Academic and Student Affairs**, Johanna Weiss, vice president of academic and student affairs

Academic and Student Affairs continues to advance student access, success, and completion through strategic enrollment growth, academic innovation, early college expansion, and comprehensive student support. Over the past quarter, the division has emphasized

strengthening onboarding and transition pathways, expanding workforce-aligned academic programming, enhancing student engagement across all campuses, and investing in wrap-around services that address both academic and non-academic barriers to success. The following update highlights key activities and outcomes supporting the college's mission and strategic priorities.

Enrollment and Registration

- Spring 2026 enrollment increased 4% overall, including 4% growth in dual enrollment and 3% growth among non-dual enrollment students. On-campus enrollment growth was supported by programmatic, strategic course scheduling.
- Fall 2026 registration opens in late March for special populations and early April for all students. The college continues to expand Freshman Focus, a coordinated onboarding initiative delivered in partnership with area high schools to support students prior to graduation. As of March 17, 399 credit students are actively engaged.
- Laurel Ridge, in partnership with Dual Enrollment, received a SCHEV grant to support a summer bridge pilot program for up to 20 graduating students from Luray and Page County high schools. The program will provide four tuition-free college credits (including SDV 100) and wrap-around student support services to strengthen retention and matriculation.

Academics

- The School of Humanities and Social Sciences hosted the college's inaugural Humanities Week (March 16–20), led by Professor Jessi Lewis. Programming highlighted 19 academic disciplines and included faculty panels on AI ethics, author presentations, public art discussions, poetry and publishing sessions, student-led film discussions through the Empathy Film Club, a student coffee house, and interdisciplinary collaboration across academic and student life areas.
- The School of STEM will host its second annual STEM Week (April 20–24) across Middletown, Fauquier, and Luray locations. Events include interactive STEM fairs, career and engineering panels, speaker series, and hands-on activities offered both in person and online, with several events open to the broader community.
- The School of Professional Programs submitted more than 60 Curriculum & Instruction proposals this semester, expanding offerings in applied AI, robotics and automation, sUAS drone operations, virtual reality and game design, applied data science, computer science, and criminal justice.
- Key personnel actions include the successful hire of a full-time Health Information Management faculty member (effective Fall 2026) and active searches for Business program leadership and faculty positions in several disciplines including mathematics, psychology, anatomy and physiology, and physical therapy assistant.

Out and About

- Faculty and staff extended Laurel Ridge's visibility and partnerships through participation in key regional, state, and national events, including:
 - National Applied AI Consortium AI Summit (Miami Dade College)
 - Cyberslam at George Mason University, supporting statewide K–12 robotics and STEM engagement

- Commonwealth Cyber Fusion Competition (Virginia Military Institute)
- NCCIA Conference focused on information technology education and workforce needs
- VCCS Leadership meetings held in Harrisonburg, VA

Student Life / Events

- Accelerate Your Future: Business and Accounting Edition was held at the Fauquier Campus, providing students with hands-on workforce preparation through mock interviews, resume reviews, LinkedIn headshots, and industry speaker sessions. The event was coordinated by Sonya Foor, Lisa Brumback, Ariane Wiltse, Seth Foster, Billy Smelser, Chris Lambert, and faculty partners, with employer engagement led by Andy Gyurisin and mock interviews facilitated by Human Resources. A Middletown Campus event is scheduled for March 23, with plans to expand to IT and Health Professions programs.
- Dining with the Dean events were held at both campuses, engaging more than 65 students in informal dialogue with college leadership.
- Student Leadership Series programming continues throughout the spring, with sessions led by Student Ambassadors, Student Services, and Human Resources, including career-focused workshops aligned with Career Fair week.
- Casino Night will be hosted at the Fauquier Campus on April 24 as a community-facing event supported by a \$2,500 PATH Better Together grant awarded to David Belyea and Melissa DeDomenico-Payne.
- Pawsitive Wellness Spring Picnics will be held at Fauquier (April 20) and Middletown (April 27), featuring stress-reduction activities, mental health and community resources, a petting zoo, free lunch, and a distracted-driving simulator.
- Additional engagement highlights include an Art, History, and English student trip to Washington, D.C. museums and a Women in Leadership virtual panel scheduled for March 25.
- A Career Fair will be held April 8, along with multiple career readiness activities throughout April.

Early College

- Laurel Ridge continues to expand and modernize its dual enrollment and early college model to improve access, efficiency, and post-graduation transition.
- Key initiatives include:
 - Redesigning dual enrollment onboarding into a fully paperless process
 - Expanding structured early college pathways aligned with the Uniform Certificate of General Studies and workforce credentials
 - Strengthening partnerships with regional school divisions and expanding specialized academies
 - Increasing post-graduation matriculation through enhanced advising, pathway clarity, and early college identity-building

Student Support

- Laurel Ridge received an Elevance Foundation (Anthem BC/BS) grant to strengthen wrap-around student support services addressing food insecurity, housing stability, mental health, and other non-academic barriers to success.
- The Student Support Team continues campus-wide outreach and prevention efforts, including:
 - A documentary screening of *The Invisible Epidemic*, focused on food insecurity in higher education and featuring Laurel Ridge
 - Ongoing coordination of prevention, wellness, and housing-focused programming, including the upcoming Housing Coalition Summit: Housing as Health
- TRIO Student Support Services exceeded all federal grant objectives, demonstrating strong outcomes in persistence, academic standing, credential attainment, and transfer to four-year institutions. The program also marked National TRIO Day through campus engagement and student recognition activities.
- Advising teams support students through transfer application completion, selective admissions processes, and expanded use of Navigate planning tools. Cross-functional collaboration continues to streamline Nursing admissions processes and improve catalog and web clarity.
- Financial Aid operations remain on schedule for spring disbursements, summer aid applications, and Laurel Ridge Foundation scholarship awards.
- Student Support and Prevention & Wellness teams are hosting key educational and community-focused events, including the Triumph Over Trauma Summit and housing and food security initiatives.
- Records and Registrar teams continue automation efforts in transcript processing, credit for prior learning, and systemwide eForms implementation.
- The library expanded academic and co-curricular support through grant-funded collections, instructional workshops, and campuswide educational programming.
- Adult Education is preparing state and federal grant applications supporting a new five-year funding cycle.

E. **Financial and Administrative Services**, Cory Thompson, vice president of financial and administrative services

Police

- Police General Orders are under review and update to ensure procedures remain current and aligned with best practices for campus policing. Revised guidance will support consistent operational standards and reinforce preparedness for routine operations and emergency response.
- A tornado drill was successfully conducted on March 10 with strong participation and effective sheltering by building occupants. The exercise identified opportunities to enhance emergency communication through expanded use of Emergency Alert Beacons and mobile app notifications.
- Emergency communication protocols are being refined to better integrate beacon alerts and mobile messaging to ensure timely and consistent information sharing during incidents.

- Progress continues on the electronic access control upgrade for exterior campus doors. The project remains on schedule for completion in mid-May and will improve centralized building access control during emergencies.
- Development of a new online Lab Safety Training for instructional staff has been completed to provide consistent guidance on laboratory safety practices, emergency procedures and incident reporting expectations.

Information Technology

- Installation of Emergency Alert Beacons has been completed at the Middletown campus and is beginning at the Fauquier campus.
- Development of new faculty credentialing software is approximately 75 percent complete.
- Replacement of troublesome Hyflex classroom technology with more reliable classroom technology equipment has been completed at the Luray campus and is currently underway at the Middletown campus.
- Data collection and planning for implementation of Microsoft Teams Phones is in progress.
- Open forums are being conducted to support employees in meeting digital accessibility standards by the end of April.
- Final testing is underway for a new automated human resources onboarding process.
- Year-to-date user satisfaction with IT services remains strong with 95 percent reporting they are completely or very satisfied.
- Information Technology has processed 909 service tickets year to date!

Operations

- A new event scheduling and campus operations support staff member has been successfully onboarded.
- Recruitment is underway for an Administrative Coordinator position to support external event scheduling, campus operations and procurement and purchasing card assistance for departments without designated cardholders.
- Collaboration continues with Human Resources and the Shared Services Center to identify and secure professional development services.
- Collaboration continues with Student Services and Information Technology to transition to the cloud-based Ad Astra scheduling system.
- Meetings have been conducted with local small catering businesses to explore expanded catering opportunities at the college.
- Replacement of existing locks for fitness center lockers is scheduled for completion this month.

Finance

- Through eight months of the fiscal year approximately 65 percent of the Fiscal Year 2026 budget has been expended.
- Fiscal Year 2027 unit budget request materials will be distributed to departments in the coming weeks.
- The business office will begin processing Spring 2026 financial aid disbursements this week.
- Preparations are underway to begin ARMICS internal control testing for Fiscal Year 2026.
- The college has received an initial information request from the Auditor of Public Accounts related to the Fiscal Year 2025 audit.

- Recruitment is beginning to fill one vacant position in the business office following a recent retirement.

Facilities

- Emergency repairs to the building automation system in Wolk Hall are underway. A comprehensive quote has been requested for potential system overhaul.
- Vendor coordination is occurring to confirm flooring selections for the Student Union Building. Flooring conditions in Corron are also being evaluated for potential replacement.
- Recruitment efforts are ongoing with a goal of filling a vacant skilled trades position within the next two weeks.
- Requests for proposals are in development for landscaping services and general handyman support.
- Bids for Wolk Hall restroom renovations are scheduled to close in mid March with a goal of completing renovations to older restrooms in Wolk Hall, Smith Hall and the Library Annex over the summer.

F. **Human Resources;** JoAnn Ellwood, associate vice president of human resources

Cultivating a Culture of Lifelong Learning: Professional Development and Educational Assistance Highlights

For this board report, the HR team wished to highlight the ways we support employees and the college's value of lifelong learning by administering various professional development and educational assistance programs that support employees at every stage of their growth. Together, these programs reflect the college's ongoing commitment to investing in our people and fostering a community where continuous learning is encouraged and supported.

- **Professional Development Funds:** The college has successfully utilized 87% of our allocated local funds for staff development to date, with plans to exhaust them before the end of the budget year. These investments have supported a wide range of professional activities, including participation in the College Communicators Association, the National Council for Marketing and Public Relations, Virginia Contracting Association recertification, the Association of Surgical Technology Educators and Accrediting Conferences, and the statewide Human Resources conference.
- So far this year, the college has provided twenty-three tuition-free Laurel Ridge classes for employees. In addition, the college has provided up to \$3,700 in tuition reimbursement for employees enrolled in twenty-five external classes. This continued commitment reflects our dedication to supporting learning, growth, and career development across our community.
- New this year, the college launched the Laurel Compass Executive Coaching Program to strengthen leadership capacity and provide personalized development for supervisors. Initially designed to support up to three participants, the program received an exceptionally strong response. Therefore, the college approved expanding access to all seven applicants. Early feedback from participants has been highly positive, with meaningful insights, stronger leadership confidence, and practical strategies they are applying in their roles.
- In addition to these individual development opportunities, the college continues to offer robust institution-wide professional development through programs such as All College Day,

LeaderCast, the AI Summit, Triumph Over Trauma, and other ongoing learning initiatives that support employee growth across all divisions.

G. Development; Laurel Ridge Foundation; Liv Heggoy, associate vice president of development

New Scholarship

The Maria Carter Quiet Strength Scholarship was established in memory of Ms. Carter by her daughter. Ms. Carter enrolled at (then) Lord Fairfax as a non-traditional student. Returning to college while raising her children was challenging, but deeply meaningful to her. That experience shaped her lifelong belief in education as a pathway to independence, stability, and personal growth.

Student Requests for Emergency Assistance

Since January, 26 students have requested emergency assistance through the Foundation's online application. The Foundation's operations manager and the college's social worker collaborate with the financial aid office to evaluate the applications and the possible sources of assistance.

Year-End Fundraising Total

Gifts received in FY2025 (1/1/25-12/31/25) totaled \$3,289,621.

H. Planning and Institutional Effectiveness; Amy Judd, associate vice president of planning and institutional effectiveness

Governance

- Since the last board meeting, these policies were adopted or revised through our shared governance system:
 - Distance Education
 - Student Complaint
 - Alcohol and Controlled Substances
 - Three Veterans Policies related to delayed payment, refunds, credits, reinstatement, and tuition assistance.
 - Two Human Resources Policies – Categories and Types of Employment and Performance Management and Evaluation
- Policies currently moving through our shared governance system process:
 - Formative Feedback
 - Academic Governance
 - Admission Policy
 - Hazing Policy (for informational purposes only)

Grants

- Since the last report to the board:
 - The grants office received a notice of grant award of \$2,500 from PATH Better Together to support Casino Night.

- The grants office submitted applications as follows:
 - \$300,000 - Rep. Ben Cline's office (Congressional Community Projects) for the Power Line Worker program.
 - Rep. Suhas Subramanyam's office (Congressional Community Projects) for two separate projects:
 - \$300,000 for the Fauquier Campus Outdoor Learning and Student Engagement Space.
 - \$350,000 for Fauquier Campus Pedestrian Connectivity
 - \$100,000 - Dominion Foundation to support Power Line Worker program.
 - \$5,000 - Marion Park Lewis to support student arts/history educational trips.
 - \$75,000 PATH Flexible Funding for EMS program.
 - \$2,500 PATH Better Together to support Casino Night.
- (Grants in this list may or may not be awarded due to competitiveness and application suitability and may not be fully awarded in terms of dollar amount.)

Accreditation

- SACSCOC 10-year reaffirmation efforts are fully underway with drafts being written by various units in spring, summer and fall 2026.
 - Submission of the reaffirmation compliance certification must occur by 3/1/27.
 - The committee off-site review will occur between 4/20 and 4/21-27.
 - The on-site committee visit will occur between 9/27 and 9/30/27.

Laurel Ridge Community College Board Calendar of Meetings and Engagements

Date	Activity	Time	Location
Tuesday, May 12, 2026	Medallion and Emeriti Recognition Ceremony <i>(board members strongly encouraged to attend)</i>	2:00 PM	Middletown Campus, Corron Community Development Center, Carl & Emily Thompson Conference Center
Wednesday, May 13, 2026	Employee Awards and Recognition Program	10:30 AM – 12 PM (program); 12 – 1 PM (luncheon)	Middletown Campus, Corron Community Development Center, Carl & Emily Thompson Conference Center
Thursday, May 14, 2026	Commencement, Health Professions	10:00 AM	Middletown Campus
Friday, May 15, 2026	Commencement, General	10:00 AM	Middletown Campus
Thursday, June 4, 2026	College Board meeting	12:00 PM; lunch served at 11:30 AM	Luray-Page County Center
Thursday, June 11, 2026	Luray-Page County Center 20th Anniversary Celebration	TBD	Luray-Page County Center